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ABSTRACT

This curriculum guide, which was designed for an exploration/orientation course in home economics aimed at encouraging and developing personal creativity, contains the following materials: a course description, course objectives, background information for instructors, curriculum guide interpretation, an abbreviated course outline, a detailed content outline, a bibliography listing 56 references for teachers and students, and a variety of teaching activities. The course outline identifies the major topics, and the more detailed content outline serves as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. The teaching activities develop specific portions of the content outline. Each activity includes these sections: a teacher's page with student objectives, materials needed, directions, evaluation, Future Homemakers of America-Home Economics Related Organization correlation, teacher notes, and the Illinois State Goals for Learning that are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. The creative life skills course teacher/activities covers the following topics: creativity, creative thinking, design concepts, housing and interiors, food preparation, hospitality and management, human development, futuristic design, and global awareness. (KC)

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ED 384 820

**The Illinois
Plan For
Home
Economics
Education**
A Curriculum
Guide

Creative
Lifeskills
Course

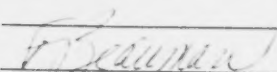
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Education
Exploration/Orientation
Curriculum Guide**

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INTRODUCTION

Thinking creatively, making decisions, relating to and communicating with others, and utilizing scientific technology are necessary for individuals and workers in an ever changing global society. Home economics knowledge and skills are needed today and into the twenty-first century to balance lifestyle with employment.

Included in this curriculum guide are sections entitled "Dimensions for Living"; "Creative Lifeskills"; and "Living Science." These exploration/orientation courses are developed around three themes: enhancing an individual's self-concept and interpersonal relationships, encouraging and developing a creative individual, and discovering and interpreting an individual's scientific and technological world.

All materials incorporate a variety of learning processes, wellness concepts, orientation tasks, and the Illinois State Goals for Learning. Appendices provide supportive materials.

Teaching activities encourage the integration of cooperative learning, higher-order thinking skills, and leadership development through Future Homemakers of America—Home Economics Related Occupations (FHA—HERO).

The development of the guide was made possible through a grant from the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, Vocational Education Program Improvement Section.

CREATIVE LIFESKILLS

COURSE DESCRIPTION

This course promotes creative thinking. The student has the opportunity to view home economics subject matter from a new perspective and draw upon the information to do creative problem solving and design development. Learning activities develop the student's creative potential by correlating the creative thinking and decision-making processes and applying them in conjunction with the elements and principles of design to create new, different, or improved products, services, and ideas for home, school, and work. A variety of occupations is explored utilizing creative thinking and design.

COURSE OBJECTIVES

The objectives of the course are as follows:

- to promote the development and appreciation of each individual's creative potential.
- to define design and the creative thinking process.
- to identify the elements and principles of design.
- to apply creative thinking and design processes and techniques to everyday life.
- to identify the relationship between the creative thinking process and other fundamental processes as a means of creating, interpreting, communicating, and evaluating.
- to examine available jobs and careers using home economics subject matter, skills, and creative design applications.
- to empower the individual to utilize creative thinking and design to evaluate the past and plan for the future.

- to correlate home economics knowledge and skills with the state goals for learning in the areas of biological and physical sciences, fine arts, language arts, mathematics, physical development and health, and social studies.

BACKGROUND INFORMATION FOR INSTRUCTORS

Overview:

Becoming a flexible, creative individual is a necessary survival skill for the twenty-first century. Because the world is continually changing, a student needs creative thinking skills to go beyond what worked in the past and to come up with new approaches, solutions, and ideas for the present and future. This creative thinking course encourages students to study home economics subject matter from a creative design perspective. By applying the creative thinking process and design, the learning activities allow the student to look at housing and interior furnishings, select clothing, deal with health and cosmetics products, prepare and enhance food, practice hospitality and management, and respond to child, adult, and family needs. Emphasis is on developing the creative potential within the student. An awareness of personal and ethical responsibility is included. A variety of occupations is explored utilizing creative thinking and design.

Emphasis:

I. ACCEPTING TEACHER RESPONSIBILITY FOR CREATIVE DEVELOPMENT

A. Realizing the Importance of Creative Development

1. Satisfies need for self-fulfillment
2. Enhances personal wellness
3. Utilizes creative potential within each individual
4. Prepares workers for new management style of individuality and flexibility

B. Recognizing Characteristic Needs of the Creative Individual

1. Satisfy curiosity
2. Express oneself
3. Utilize talents and abilities
4. Fulfill innermost desire "to create"

C. Identifying Educational Practices Which Inhibit Creative Thinking

1. Impart information without teaching how to apply it to the creation of new ideas
2. Compel students to restrain creative desire until mastery of present course content
3. Encourage imitation to the discouragement of creation
4. Tempt students to settle for quickest and simplest answers which warrant a passing grade

5. Implant notion that the end purpose of education is the mere accumulation and memorization of facts

D. Encouraging Creativity in the Classroom

1. Provide time and privacy for individuals and groups to develop ideas
2. Offer a choice of assignments to meet different interests
3. Provide a rich, stimulating environment
4. Respect unusual questions and ideas
5. Conduct brainstorming sessions
6. Encourage opportunities for practice, experimentation, invention, and self-evaluation without grading
7. Conquer tendency to associate goodness with conformity
8. Encourage risk taking
9. Use a variety of media and methods to stimulate interest
10. Accept the creative student as an exciting challenge and important person
11. Stress working together cooperatively
12. Involve students in cooperative planning

II. EMPHASIZING THE CREATIVE THINKING PROCESS TO DEVELOP AN INDIVIDUAL'S CREATIVITY

- A. Be Observant
- B. Generate Ideas
- C. Incubate Ideas
- D. Select Idea and Implement Plan
- E. Evaluate Results

III. RECOGNIZING SKILLS DEVELOPED THROUGHOUT THE COURSE

- A. Identifying Where to Locate and How to Use Information
- B. Reading and Following Directions
- C. Demonstrating Responsibility for Carrying Out Activities and Projects
- D. Organizing and Managing Human and Material Resources
- E. Relating to and Communicating With Others

CURRICULUM GUIDE INTERPRETATION

The curriculum guide includes a course description, course objectives, background information for instructors, an abbreviated course outline, a detailed content outline, a bibliography, and a variety of teaching activities. The "Course Description" and "Course Objectives" are helpful in communicating the course's composition to administrators, school board members, guidance counselors, teachers, parents, and students. The "Background Information for Instructors" provides a quick overview of the knowledge, learning process, and skills emphasized in the course.

The "Course Outline," complete with page numbers for locating topics identifies the major topics. The "Content Outline" is detailed and designed to serve as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. Throughout the content outline, a check-mark (✓) in the left-hand column of the page indicates an activity is included for that portion of the outline. "Illinois State Goals for Learning" and sample learning objectives, as addressed by the content outline, are identified by a series of letters and numbers in the right-hand column of the content outline page. The letter and number codes are interpreted as follows:

Subjects:

BPS	=	Biological and Physical Sciences
FA	=	Fine Arts
LA	=	Language Arts
M	=	Mathematics
PDH	=	Physical Development and Health
SS	=	Social Sciences

Example: BPS1-8-E2

Interpretation:

BPS	=	Subject
1	=	State goal number
8	=	Grade level
E2	=	Sample learning objective

The "Illinois State Goals for Learning," which includes sample learning objectives, are included in the "Appendices."

A "Bibliography" follows the content outline. Entries are identified as either student or teacher according to whether the materials were used to develop the student activity pages or the teacher outline.

A variety of teaching activities is included and identified in the "Activities" section. Each activity develops a specific portion of the content outline. A code in the upper right-hand corner of the page identifies the course title, topic, and outline reference which the activity addresses. Every activity includes a teacher's page with student objectives, materials needed, directions, evaluation, FHA-HERO correlation, teacher notes, and the state goals which are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. Teachers are expected to develop additional activities when necessary to teach the courses.

CREATIVE LIFESKILLS COURSE OUTLINE

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CREATIVE LIFESKILLS CONTENT OUTLINE

ACTIVITY

STATE GOALS

I. APPRECIATING THE BASIS OF CREATIVE DESIGN

A. Distinguishing Creativity and the Creative Person

- ✓ 1. Define creativity as the power to bring something new or useful into existence
 - a. realize that creative ability is innate in all human beings
 - 1) can be fostered or inhibited
 - 2) draws upon an individual's storehouse of wisdom, knowledge, and invention
 - 3) links with intuition: inner feelings, thoughts, and mental pictures
 - b. recognize as the combining, relating, and reorganizing of materials and ideas in different ways
 - 1) produce something different
 - 2) perform in other ways
 - c. acknowledge as a process of individual experiences which enhance self-concept
- ✓ 2. Identify the characteristics of creative people
 - a. possess high motivation
 - 1) desire to achieve self-actualization on Maslow's hierarchy
 - 2) display assertiveness, boldness, and courage
 - 3) exhibit willingness to work hard
 - 4) need encouragement
 - b. practice imaginative and original thinking..... PDH2-8-K4
 - 1) appear very curious wanting to know and experience many things
 - 2) enjoy experimenting and exploring
 - 3) possess capacity to look beyond the obvious
 - 4) able to arrive at original solutions by abandoning conventional techniques
 - c. express sensitivity and awareness to surroundings
 - 1) recognize basic relationships involved in a problem before its solution
 - 2) are flexible in thinking
 - 3) utilize intuition and imagination
 - d. exhibit independent judgment
 - 1) show willingness to take reasonable risks

- 2) learn from mistakes
- 3) withhold premature judgments
- 4) possess willpower to organize thoughts
- e. display a positive self-image
 - 1) are optimistic
 - 2) have a positive vision of what might be
 - 3) respond enthusiastically
- 3. Recognize the roadblocks to creativity
 - a. identify personal or internal roadblocks
 - 1) fear of criticism or failure
 - 2) negative attitude about oneself, others, and society
 - 3) being a conformist
 - 4) self-discouragement
 - 5) perfectionist attitude
 - 6) lack of motivation
 - 7) procrastination
 - 8) lack of curiosity
 - 9) poor health
 - b. acknowledge external roadblocks
 - 1) taught to look for the one right answer
 - 2) expected to be logical and practical
 - 3) told to follow the rules
 - 4) live in a conforming environment
 - 5) associate with negative people

B. Releasing Creativity Within the Individual

- 1. Foster creative thinking abilities
 - a. be dissatisfied
 - 1) spot potential problems and do something about them
 - 2) be courageous
 - b. increase motivation
 - 1) show enthusiasm for ideas and living
 - 2) maintain a questioning, curious attitude
 - 3) keep exercising the mind
 - 4) relax thinking
 - c. map out a plan of action

PDH2-10-K6

- 1) set goals
- 2) visualize reaching the goals
- d. eliminate excuses
 - 1) avoid procrastination
 - 2) have something at stake
- e. place plan into action
 - 1) make it happen
 - 2) be willing to take risks
 - 3) do not quit or give up too soon
- f. get support
 - 1) identify potential beneficiaries
 - 2) promote yourself in order to obtain features and benefits provided by product or idea
 - 3) seek out encouragement
- g. fight for it
 - 1) be persistent
 - 2) prepare to handle resistance
- 2. Utilize the creative thinking process
 - a. identify the various stages of the creative thinking process
 - 1) be observant
 - 2) generate ideas
 - 3) incubate ideas
 - 4) select idea and implement plan
 - 5) evaluate results
 - b. acknowledge an on-going cycle and not just a series of linear steps
 - c. realize creative thinking follows different time frame than decision-making
- 3. Compare the creative thinking process with the decision-making process SS5-8-A1
 - a. be observant/define problem SS5-10-L2
 - 1) utilize intuition and awareness
 - 2) display sensitivity and perception
 - b. generate ideas/gather information..... SS5-8-B2
 - 1) recall ideas from previous experiences and knowledge SS5-10-B1
 - 2) explore a variety of options and resources
 - 3) utilize all five senses
 - 4) brainstorm as many ideas and solutions as possible
 - 5) ask "why" and "how" questions

- c. incubate ideas/weigh alternatives
 - 1) combine and recombine unlike ideas
 - 2) use ideas as stepping stones to other thoughts
 - 3) relax and be receptive
 - 4) allow subconscious mind to work
 - 5) have patience
- d. select idea and implement plan/make decision SS5-10-H2
 - 1) place plan into motion
 - 2) maintain enthusiasm
 - 3) be persistent
 - 4) be willing to take risks
 - 5) set deadlines
- e. evaluate results/evaluate decision..... SS5-8, 12-C1
 - 1) be prepared to adjust idea and start over
 - 2) gain insight to identify new problems and processes
 - 3) be able to defend or support decision
 - 4) share ideas and solutions with others
- C. Viewing Design Creatively
 - 1. Define design as the act of arranging things to create a single effect FA1-8-A
 - a. appears in many different forms and shapes
 - b. surfaces in nature as well as in the manufactured environment
 - c. encourages the use of creativity
 - d. applies design elements and principles to solve specific problems or situations
 - e. enhances a person's six dimensions of wellness
 - 1) develops physical dimension through innovative approaches to balancing nutritional intake and exercise
 - 2) stimulates emotional dimension by fostering awareness and development of personal creativity
 - 3) promotes social dimension by applying creativity and design elements and principles in daily life
 - 4) enhances intellectual dimension by engaging in creative, stimulating design development
 - 5) intensifies spiritual dimension through visualization and appreciation of creative design
 - 6) expands occupational dimension by introduction of creativity and design concepts at home, school, and work
 - 2. Acknowledge purpose of design in daily life FA1-8-B3
 - a. makes everyday things more enjoyable

- 1) prepare and serve appealing meals
- 2) create a coordinated clothing wardrobe
- 3) arrange interior furnishings for efficiency and satisfaction
- 4) manage human and material resources for effective use
- 5) help in performing tasks
- b. provides ways of expressing yourself
 - 1) display with apparel and grooming selections
 - 2) practice making decisions
 - 3) enables an individual to produce and test ideas
 - 4) develops an individual's own creativity
- c. offers opportunity for communication
 - 1) relate to other individuals
 - 2) provide information through media
- d. enhances self-satisfaction
 - 1) sense the excellence and responsibility of free action
 - 2) make world a better place by using talents and abilities to help solve problems
3. Recognize the elements of design
 - a. observe color..... FA1-8-D2
 - 1) examine color wheel for arrangement and relationship of one color to another
 - 2) distinguish primary, secondary, and tertiary colors
 - 3) identify color properties: hue, value, intensity
 - 4) visualize color schemes: monochromatic, analogous, complementary
 - b. distinguish line
 - 1) classify as vertical, horizontal, diagonal, or curved
 - 2) observe movement in a variety of directions
 - 3) observe physical characteristics: thick/thin, smooth/fuzzy, long/short
 - 4) recognize length as major dimension
 - 5) add a second dimension with width or thickness of line
 - c. examine texture FA1-8-A3
 - 1) define the surface quality of an object by touch and sight
 - 2) describe with descriptive words: soft, silky, smooth, rough, sharp
 - 3) identify sources as natural, manufactured, or technological
 - 4) acknowledge dull or rough textures absorb light and appear to recede
 - 5) recognize shiny or smooth textures reflect light and appear to advance
 - d. determine shape FA1-10-A1

- 1) create by using line to enclose an area
- 2) view shape as two-dimensional and form as three-dimensional
- 3) recognize geometric shapes: rectangles, triangles, circles
- 4) distinguish natural (organic) forms and shapes as irregular and free-flowing
- e. recognize space
 - 1) perceive as flowing in, around, and between forms or objects
 - 2) consider occupied or positive when inhabited by a form
 - 3) acknowledge as empty or negative when used as a background surrounding a form or shape
 - 4) classify as two- or three-dimensional
- f. use design elements to produce visual illusions from which images are created... FA1-8-A2
 - 1) create one-dimensional images with line and color FA1-8-A1
 - 2) add two-dimensional appearance with texture
 - 3) produce a shape or contained space by combining and connecting design elements with design principles
4. Discover the principles of design
 - a. determine proportion FA1-10-B2
 - 1) define as relationship of one part to another and to the whole
 - 2) realize not all parts need be equal
 - 3) plan a pleasing ratio between all parts to avoid too much similarity or busyness
 - 4) utilize scale to compare size of one object to a standard size
 - b. consider balance
 - 1) acknowledge as a sense of stability
 - 2) group objects and details to create visual appearance of equal weight distribution
 - 3) recognize types of balance: formal (symmetrical) and informal (asymmetrical)
 - c. identify rhythm FA1-8-B4
 - 1) produce feeling of continuity or easy movement from one part of design to another
 - 2) create by varying design elements
 - 3) achieve movement through repetition, progression, or radiation FA1-8-B2
 - d. create emphasis
 - 1) call attention to important areas of a design
 - 2) direct eye to center of interest or focal point
 - 3) achieve interest through contrast of design elements
 - 4) draw attention to larger and more prominent lines
 - 5) focus on bold details, unusual textures, and bright colors
 - e. achieve harmony FA1-12-A1

FA1-12-B1

- 1) produce a sense of visual unity or completeness
- 2) coordinate design elements effectively according to design principles
- 3) consider design parts in relation to the whole
- 4) make a value judgment to determine unity

II. APPLYING CREATIVE THINKING AND DESIGN TO HOME ECONOMICS

SUBJECT MATTER

A. Looking at Living Environments and Interior Furnishings

BPS1-8-M4

1. Personalize living space

a. determine the function of the space

- 1) sleeping
- 2) working
- 3) storing
- 4) entertaining
- 5) eating and preparing food
- 6) multiple functioning

b. consider reorganizing the space to improve storage and space utilization

- 1) install rods
- 2) use closet organizers
- 3) arrange hooks
- 4) mount shelves or pegboard
- 5) incorporate storage furniture
- 6) employ room dividers

c. deal with the need for privacy when sharing space

- 1) divide space into separate areas
- 2) use screens, curtains, or room dividers
- 3) arrange furniture

d. experiment with the use of color when selecting a color scheme

- 1) recognize three basic color schemes: monochromatic, analogous, and complementary
- 2) emphasize one color; add others for variety and interest
- 3) draw attention with contrasting values
- 4) intensify with complementary colors
- 5) acknowledge that neutral colors combine with a variety of colors

e. create an illusion with color

FA1-8-A1

- 1) cause space to appear larger with light values, dull intensities, and cool hues which have receding qualities
- 2) make space appear smaller with dark values, bright intensities, and warm hues which have advancing qualities
- f. incorporate a variety of accessories
 - 1) provide a focal point such as a bedspread, picture, or piece of furniture
 - 2) recognize window coverings as decorative, as well as functional
 - 3) accent with pillows and rugs
 - 4) arrange pictures, wall hangings, and collections according to design principles
 - 5) add color and variety with plants
- g. achieve harmony through the use of design elements and principles FA1-10-B1
 - 1) cause space to appear larger with cool colors FA1-8-A1
 - 2) lower heights visually with horizontal lines
 - 3) incorporate shiny surfaces to make space seem brighter
 - 4) create orderliness with simple rectangular forms
 - 5) balance one large item with smaller items
 - 6) achieve proportion by choosing items that complement size of space
 - 7) create rhythm by repeating colors, lines, textures, or patterns FA1-8-B2
 - 8) achieve emphasis by adding a special accessory
- ✓ 2. Help others make interior design decisions
 - a. review the creative thinking process
 - 1) be observant
 - 2) generate ideas
 - 3) incubate ideas
 - 4) select idea and implement plan
 - 5) evaluate results
 - b. examine a floor plan
 - 1) study a drawing of all the rooms on one floor of a building
 - 2) observe arrangement of space: rooms, doors, windows, storage areas, hallways
 - 3) interpret meaning of symbols
 - c. analyze traffic patterns for convenience and safety
 - 1) provide direct and convenient routes
 - 2) offer easy access from entrance to other parts of dwelling
 - 3) separate traffic patterns for quiet, work, and social areas
 - 4) avoid crossing or crisscrossing one room to reach another

- 5) maintain adequate clearance space for hallways, doorways, and cabinet fronts
- d. select and arrange furniture according to design elements and principles FA1-8-B3
 - 1) set a mood or create a look with color FA3-8-B2
 - 2) recognize effect of horizontal, vertical, diagonal, or curved lines
 - 3) add interest and excitement through texture
 - 4) combine shapes and forms to create interest
 - 5) work with light to make space appear larger or smaller
 - 6) achieve proportion by varying sizes
 - 7) obtain balance by using formal, informal, or radial arrangements
 - 8) repeat through repetition for rhythm
 - 9) create a focal point or center of interest for emphasis
 - 10) achieve harmony when all parts appear to belong together
- e. design for special needs
 - 1) hobbies and collections
 - 2) handicapping conditions
 - 3) zoning regulations
- ✓ 3. Combine and apply creative thinking and design to living environments and interior furnishings-related occupations..... SS5-10-J2
 - a. coordinate colors, furnishings, floor coverings, and accessories
 - 1) residential or commercial interior designer
 - 2) historical or restoration coordinator
 - 3) kitchen design specialist
 - b. create displays
 - 1) floral designer
 - 2) display manager
 - 3) window display manager
 - 4) stage/movie set designer
 - c. use to select inventory
 - 1) retail buyer
 - 2) hardware manager
 - d. develop products
 - 1) accessory designer
 - 2) furniture designer
 - 3) fabric designer
 - 4) packaging designer

- 5) equipment designer
- e. manipulate floor and personnel workspace
 - 1) space planner
 - 2) office planner
- f. sell housing and home-related products
 - 1) sales associate
 - 2) real estate agent
- g. combine with sewing skills
 - 1) window covering specialist
 - 2) upholsterer
- h. combine with computer skills FA2-8-B1
 - 1) interior furnishing's consultant
 - 2) architectural consultant
 - 3) draftsman
 - 4) environmental quality consultant
- B. Selecting Apparel
 - 1. Complement personal coloring FA1-8-A1
 - a. examine skin, eye, and hair coloring in relation to color wheel FA1-8-D2
 - 1) identify skin undertone as warm (yellow) or cool (blue or pink)
 - 2) observe eyes for color and pattern
 - 3) determine hair color as natural or treated
 - b. determine colors to enhance personal coloring..... SS5-12-B1
 - 1) review books and magazines
 - 2) consider professional color-analysis consulting services
 - 3) experiment with a variety of color swatches
 - 2. Be aware of physical features FA3-10-A1
 - a. determine personal measurements
 - 1) height
 - 2) weight
 - 3) chest or bust
 - 4) waist
 - 5) hips
 - 6) neck
 - 7) arm length
 - 8) inseam

- 9) back waist length
- b. recognize body shape or silhouette pattern
 - 1) pear
 - 2) box
 - 3) inverted triangle
 - 4) apple
- c. acknowledge body proportion
 - 1) compare with standardized male/female body formula
 - 2) identify personal variances
- d. recognize features of your body
 - 1) tall and thin
 - 2) tall and heavy
 - 3) short and thin
 - 4) short and heavy
 - 5) top heavy
 - 6) thick middle
 - 7) hip heavy
- 3. Apply creativity and design elements to create optical illusions FA1-12-A1
 - a. review the creative thinking process FA1-12-C1
 - 1) be observant
 - 2) generate ideas
 - 3) incubate ideas
 - 4) select idea and implement plan
 - 5) evaluate results
 - b. use vertical lines to direct the eye up or down
 - 1) create illusion of height and slimness
 - 2) command more attention than other line directions
 - 3) recognize pant center crease, pleats, and beltless garments as examples
 - c. direct eye from side to side with horizontal lines
 - 1) create illusion of less height and more width
 - 2) imply ease and less rigidity or control
 - 3) stop eye from moving upward
 - 4) recognize belts and waistbands are examples
 - d. vary the effect by the length and angle of diagonal lines
 - 1) create illusion of width with a short diagonal

- 2) lead eye up and down for a slimming effect with a longer diagonal
- 3) visualize in V-necked garments, lapels and ties, and side closures
- e. soften designs and images with curved lines
 - 1) appear less energetic than straight lines
 - 2) recognize buttons, rings, shirttails, and gathers as examples
- f. utilize color's value and intensity to play up or play down a feature FA1-8-A1
 - 1) appear closer, larger, and heavier with light-colored clothing FA1-8-D2
 - 2) stand out by using high intensity colors such as red or orange
 - 3) appear smaller by choosing dark or subdued colors, such as black
- g. incorporate texture for a more subtle visual impact FA1-8-A3
 - 1) add weight with bulky or napped fabrics
 - 2) appear slimmer with smooth, flat, dull finished textures
 - 3) attract attention by wearing fabrics with sheen or luster
 - 4) reveal body shape with clinging fabrics
- h. form shape or silhouette of garment to enhance body
 - 1) identify three basic shapes in apparel designs: tubular, cone, bell
 - 2) recognize straight skirts, dresses, and suits as tubular-shaped using vertical lines
 - 3) acknowledge A-line skirts and pegged pant legs as cone shapes using diagonal lines
 - 4) distinguish gathers in skirts or pants and puffed sleeves as curved lines forming bell shape
4. Create a total effect utilizing design principles FA1-12-B1
 - a. recognize need for pleasing proportions FA1-12-C1
 - 1) coordinate parts of an outfit to be in proportion to one another
 - 2) create illusions of mass or "weight" through use of scale or size of design sections and apparel accessories
 - 3) consider the wearer's body proportions
 - 4) match the outfit to the proportions of the individual
 - b. achieve balance as the end result of proportion and scale
 - 1) produce illusion of height with symmetrical or formal design
 - 2) widen image with asymmetrical design
 - 3) utilize balance to either accent or draw attention away from a feature
 - c. produce rhythm by creating an illusion of movement
 - 1) lead eye from one line, one color, or one space to another
 - 2) use progression, repetition, or continuity
 - d. draw attention of viewer through emphasis
 - 1) create focus or center of interest on one part of a garment or the body

- 2) achieve by contrasts of color, line, or accessories
- e. achieve harmony with a unified look incorporating the design principles
- 5. Decide whether to purchase, construct, recycle, or repair
 - a. take inventory of existing wardrobe
 - 1) determine if lifestyle needs are met
 - 2) recognize mix-and-match possibilities
 - b. form a plan for wardrobe additions
 - 1) distinguish wants from needs
 - 2) recognize basic garments plus mix-and-match possibilities
 - 3) acknowledge special needs
 - 4) determine whether to buy or construct
 - 5) consider finances
 - 6) remember the diversity of accessories
 - c. determine proper fit
 - 1) identify sizing categories
 - 2) recognize guidelines for determining comfort: ease, construction, fiber content
 - d. inspect the quality of the fabric
 - 1) examine for flaws and stains or spots
 - 2) check the grain or direction of the yarns for straightness
 - 3) take the pinch test for wrinkle resistance
 - 4) examine whether pattern runs in same direction and matches at seams
 - 5) inspect for consistency of fabric thickness
 - 6) look for care information labels
 - e. check construction details
 - 1) examine seams for straightness, smoothness, and security
 - 2) be certain hems are even and free of puckers or wrinkles
 - 3) check that fastenings are firmly attached and easy to use
 - 4) look for neatness and evenness of attached trimmings and top-stitching
- 6. Visualize creative thinking and design in apparel-related occupations SS5-10-J2
 - a. design garments
 - 1) commercial designer
 - 2) pattern maker
 - b. present fashion shows
 - 1) fashion coordinator
 - 2) fashion promoter

- c. coordinate wardrobe
 - 1) personal shopper
 - 2) color consultant
 - d. sell to the customer/store
 - 1) sales associate
 - 2) product/business representative
 - e. select inventory
 - 1) retail buyer
 - 2) assistant buyer
 - f. coordinate clothing on racks and shelves
 - 1) merchandise display
 - 2) color coordinator
 - g. arrange floor space and create displays
 - 1) display manager
 - 2) window dresser
 - 3) store manager
 - h. make management decisions
 - 1) entrepreneur
 - 2) store manager
 - i. lay out, select, or develop advertising for stores, magazines, newspapers
 - 1) advertising manager
 - 2) merchandise photographer
 - 3) merchandise publicity director
 - j. write fashion articles
 - 1) fashion editor
 - 2) copy writer
 - 3) fashion illustrator
 - 4) fashion photographer
- C. Dealing With Health and Image
- 1. Utilize the creative thinking process for designing a personal health and image program
 - a. be observant
 - b. generate ideas
 - c. incubate ideas
 - d. select idea and implement plan
 - e. evaluate results

2. Create an exercise program for personal fitness PDH5-12-B1
 - a. acknowledge muscle and skin tone are affected by amount of exercise
 - 1) select exercises which impose less stress on the body joints
 - 2) be aware of damage to body parts over period of time PDH5-8-B2
 - b. recognize the use of technology and creativity in designing exercise equipment and apparel SS4-8-J2
3. Formulate a nutrition plan for good health
 - a. be creative, yet sensible in meeting nutritional needs
 - b. experiment with a variety of cooking methods and techniques
 - c. create food plans for special dietary requirements PDH5-10-A1
 - 1) improve athletic performance..... PDH2-12-F1
 - 2) deal with disability or handicapping conditions
 - 3) recognize health concerns
 - d. determine fact or fallacy of vitamin enrichment
4. Shape your image through facial emphasis..... FA1-8-D2
 - a. recognize importance of grooming PDH2-8-K4
 - 1) protect skin with cleansing and moisturizing products
 - 2) deal with skin problems and facial hair
 - 3) shampoo hair as often as necessary
 - b. analyze skin tone
 - 1) recognize as blend of three pigments of differing colors: melanin, carotene, hemoglobin
 - 2) determine whether blue or yellow undertone
 - 3) complement with same color family for cosmetics, hair coloring, and clothing selections
 - c. experiment with hair styles and coloring to flatter face shape and skin tone
 - 1) minimize roundness with soft, curved hairstyle fuller on top and narrower on sides
 - 2) sweep hair off forehead and add fullness on top to add height to square face
 - 3) make rectangular face appear wider with hair fullness at sides of face
 - 4) add fullness at chin level for a triangle-shaped face
 - 5) increase width of diamond face shape with off-centered bangs and fullness at chin level
 - 6) select hair coloring and highlights to blend with color family of skin undertone
 - d. observe impact of eyeglasses
 - 1) select color for frames and lenses to match hair tone or enhance skin undertone
 - 2) choose square or rectangular frames to de-emphasize a round face
 - 3) select round or oval glasses to minimize a square face shape
 - 4) choose glasses that are more wide than long for a rectangle face shape

- 5) select round or oval frames, not angular lines, for a diamond face shape
5. Recognize creative thinking and design application in health and image-related occupations.....
- a. deal with fitness
- 1) aerobic instructor
 - 2) weight control counselor
 - 3) wellness consultant
 - 4) dietitian
 - 5) nutritionist
 - 6) masseur/masseuse
 - 7) fitness center manager
 - 8) rehabilitation therapist
 - 9) entrepreneur
- b. design products
- 1) exercise equipment engineer
 - 2) sports clothing designer
 - 3) grooming/cosmetic product researcher
 - 4) clothing accessories designer
 - 5) optical lens or frame designer
 - 6) theatrical costume designer
- c. create hair styles
- 1) cosmetologist
 - 2) hair stylist
 - 3) barber
 - 4) wig maker
- d. promote services
- 1) color analyst
 - 2) make-up artist
 - 3) cosmetic salesperson
 - 4) esthetician
 - 5) optometrist
 - 6) nail technician
 - 7) electrologist
 - 8) pedicurist
- e. publicize and create desire

SS5-10-J2

- 1) fashion magazine columnist
- 2) copywriter
- 3) brochure and packaging designer
- 4) editor
- 5) ad writer
- 6) photographer
- 7) sales representative

D. Preparing and Enhancing Food..... SS5-10-J2

1. Apply creativity and decision-making when planning, preparing, and serving meals

a. review the creative thinking process

- 1) be observant
- 2) generate ideas
- 3) incubate ideas
- 4) select idea and implement plan
- 5) evaluate results

b. correlate with the decision-making process SS5-8-A1

- 1) define problem
- 2) gather information
- 3) weigh alternatives
- 4) make decision
- 5) evaluate decision

✓ 2. Design meal plans to meet changing needs..... PDH1-8-K3

PDH2-12-F1

a. recognize nutritional needs change throughout the life cycle PDH1-10-F2

PDH1-10-F3

- 1) child
- 2) teenager
- 3) adult
- 4) elder
- 5) pregnant

b. expect varying needs among family members

- 1) low fat
- 2) low salt
- 3) low cholesterol
- 4) iron rich
- 5) high carbohydrate

- c. balance nutrient intake whether eating in or eating out BPS1-8-N1
PDH1-10-F
 - 1) base choices on nutritional knowledge.....
 - 2) choose a variety of foods from basic food groups
 - 3) avoid calorie and serving portion overload
 - 4) deal with "grazing" and "eating on-the-run"
- 3. Select foods to provide a variety of eye and taste appeal for meals FA1-8-B3
 - a. vary the type of food FA1-12-B1
 - 1) avoid repeating the same type of food within a meal or from day-to-day PDH1-8-K4
 - 2) incorporate new and unusual foods
 - b. try new combinations of food flavors and aromas BPS1-8-P3
 - 1) vary the sweetness, saltiness, bitterness, and sourness
 - 2) avoid repeating the same flavors in a meal
 - 3) blend food flavors and aromas
 - c. include various food textures
 - 1) crispy
 - 2) chewy
 - 3) crunchy
 - 4) soft
 - d. use a variety of colors FA1-8-A
FA1-8-D2
 - 1) avoid monotony of a one-color meal
 - 2) recognize basic colors in foods: red, yellow, orange, green, white, brown
 - 3) add interest with contrasting colors
 - 4) enhance appearance with complementary colors
 - 5) harmonize food colors with dishes and place mats or tablecloth
 - e. vary the shape and size of foods FA1-8-B1
 - 1) avoid repetition within a meal
 - 2) alter the form of food: whole, sliced, diced, pureed
 - 3) experiment with unusual shapes: diagonal slices, crinkle-cuts, curls
 - f. strive for a contrast of temperatures
 - 1) serve hot, cold, and room temperature foods
 - 2) recognize psychological preference for food temperatures to contrast with the weather
 - 3) balance hot with cold foods in a meal
- 4. Be creative in food preparation FA1-12-C1
 - a. read the recipe as a blueprint
 - 1) recognize three basic formats: standard, action, narrative

- 2) define common abbreviation symbols
- 3) identify information provided by recipe
- b. learn the language of cooking terms
 - 1) identify a variety of cutting techniques
 - 2) distinguish various mixing methods
 - 3) recognize different preparation techniques
- c. become familiar with utensils and equipment
- d. vary the food product by method of preparation
 - 1) cook in liquid: boil, simmer, poach, stew
 - 2) cook with moist heat: braise, steam
 - 3) cook in fat: pan broil, fry, sauté, stir-fry, deep-fat fry
 - 4) cook with dry heat: bake, roast, broil
 - 5) cook with microwaves
- e. add seasonings for variety
 - 1) produce aroma with spices
 - 2) enhance flavor with herbs
- f. create and develop new recipes
- 5. Serve food with a flair FA1-8-A1
FA1-12-C1
FA1-12-D1
 - a. create a relaxing, pleasant atmosphere
 - 1) select location free of distractions
 - 2) control temperature for comfort
 - 3) develop the mood
 - b. coordinate table setting with food choices and colors
 - 1) dinnerware
 - 2) flatware
 - 3) glassware
 - 4) table linens
 - 5) centerpieces
 - c. determine style of meal service
 - 1) select from plate or family style for sit-down meals
 - 2) consider buffet or smorgasbord for larger groups
 - d. garnish food for the finishing touch
 - 1) be certain garnish flavor is compatible with the food
 - 2) coordinate garnish color with the food product

- 3) consider size of garnish in relation to size of food and container
6. Display creative thinking and design in nutrition and food service-related occupations.....
 - a. formulate menus
 - 1) banquet/reception coordinator
 - 2) food-service director
 - 3) restaurant manager
 - 4) executive chef
 - 5) home economist
 - 6) dietitian
 - 7) nutritionist
 - 8) test-kitchen specialist
 - 9) caterer
 - b. combine with culinary skills
 - 1) chef
 - 2) caterer
 - 3) bakery/ice cream shop owner
 - 4) restaurant owner
 - c. prepare and display food
 - 1) salad maker
 - 2) cake/pastry decorator
 - 3) food demonstrator
 - 4) baker's assistant
 - 5) foreign foods chef
 - d. develop food products and recipes
 - 1) test-kitchen supervisor
 - 2) quality-control specialist
 - 3) recipe developer
 - 4) market-research analyst
 - e. advertise food products
 - 1) food editor/columnist
 - 2) package or label designer
 - 3) food-display photographer
 - 4) food advertising copywriter

SS5-10-J2

E. Practicing Hospitality and Management.....

SS5-8-J1

✓
1. Apply hospitality skills when planning a party

- a. utilize the creative thinking process
 - 1) be observant
 - 2) generate ideas
 - 3) incubate ideas
 - 4) select idea and implement plan
 - 5) evaluate results
- b. begin by setting time, date, and place
- c. formulate and stick to a budget
- d. determine a guest list
- e. work around a theme
- f. extend the invitation
- g. decide on entertainment
- h. create decorations
- i. plan refreshments

2. Improve social skills

SS5-8-E1

- a. recognize importance of good manners
 - 1) shows consideration and respect for others
 - 2) helps an individual feel relaxed and confident
 - 3) reflects an individual's personality
 - 4) demonstrates etiquette skills
- b. be a considerate guest
 - 1) arrive on time
 - 2) observe house rules
 - 3) offer to help as needed
 - 4) ask for special consideration when required by health or diet
 - 5) show appreciation for host/hostess' effort
 - 6) leave on time
- c. be aware of table etiquette guidelines

3. Provide service for guests/clients

- a. communicate effectively
 - 1) listen to needs and wants
 - 2) respond in appropriate manner
- b. realize importance of creative "extra touches"
 - 1) landscaping

SS5-8-E1

- 2) floral designs
- 3) housekeeping
- 4) gift packages
- 5) food presentation
- c. master the art of serving food
 - 1) serve from left side of diner using left hand
 - 2) clear dishes from the left using left hand
 - 3) place larger plates in right hand and continue to clear with left hand
 - 4) stand to right of diner to refill a glass
 - 5) hold glass steady on table; do not lift glass
 - 6) stand to left of diner when offering a serving dish
 - 7) hold serving dish at convenient height for diner
 - 8) protect hand from a hot serving dish
- 4. Develop managerial skills SS5-10-D1
SS5-10-J3
 - a. acknowledge management as the coordination of resources to achieve goals
 - b. define the management process
 - 1) set goals
 - 2) consider resources
 - 3) make a plan
 - 4) carry out and monitor plan
 - 5) evaluate results
 - c. identify personal resources
 - 1) time
 - 2) money
 - 3) yourself: knowledge, imagination, creativity, energy
 - 4) possessions
 - d. recognize outside resources
 - 1) family
 - 2) friends
 - 3) school: people, courses, facilities
 - 4) businesses: goods and services
 - 5) community: recreation and enrichment
 - e. determine how to add to your resources
 - 1) live a healthy lifestyle

- 2) invest money
- 3) continue formal and informal education
- 4) develop creativity
- 5) make purchases
- f. realize resources are interdependent
 - 1) visualize, foresee, and generate ideas necessary to complete tasks
 - 2) combine, relate, and reorganize space, supplies, processes, and procedures for efficiency and quality
 - 3) propose more than one solution for handling special situations
 - 4) imagine and invent methods for dovetailing work
 - 5) reach beyond the ordinary by changing habitual thinking in relation to job performance
- g. recognize the opportunity for creative thinking
 - 1) may be able to substitute time or skill for money
 - 2) can turn energy into money
 - 3) may use money to gain time
- 5. Apply creativity and managerial skills to a variety of situations at home, school, and work
 - a. organize food preparation
 - b. diversify consumer purchases
 - c. enrich interpersonal relationships
 - d. enhance personal development
- 6. Integrate creative thinking and design within hospitality and management-related occupations..... SSS-10-J2
 - a. coordinate colors, dinnerware, flatware, and glassware
 - 1) banquet/reception coordinator
 - 2) caterer
 - 3) table linen designer
 - 4) paper and plastic goods designer
 - b. create centerpieces, displays, and gardens
 - 1) hotel, motel, resort manager
 - 2) florist
 - 3) housekeeper
 - 4) caterer
 - 5) landscape architect
 - 6) gardener
 - c. deal with guest/client services

- 1) travel agent
- 2) reservation clerk
- 3) front-desk clerk
- 4) tour guide
- 5) concierge
- 6) bell person
- d. arrange equipment and supplies for efficiency
 - 1) housekeeper
 - 2) maintenance personnel
 - 3) groundskeeper
- e. establish standards and procedures and manage business matters
 - 1) entrepreneur
 - 2) manager
- f. provide maintenance and upkeep of buildings, rooms, and grounds
 - 1) custodian
 - 2) housekeeper
 - 3) groundskeeper
- g. plan work schedules and make recommendations for maintenance and repairs
 - 1) assistant manager
 - 2) executive housekeeper
- h. evaluate staff performance
 - 1) entrepreneur
 - 2) manager

F. Responding to Child, Adult, and Family Needs

1. Recognize the benefits of nurturing others
 - a. builds self-esteem
 - b. satisfies personal needs and wants
 - c. fulfills goals
 - d. affects quality of life for an individual, a family, and others
 - e. involves decision-making
 - 1) utilizes decision-making process
 - 2) emphasizes making decisions as a group
 - 3) involves occasional trade-offs
 - 4) requires fitting your goals with others'
 - f. provides opportunity for incorporating the creative thinking process

PDH2-12-K1

- 1) be observant
 - 2) generate ideas
 - 3) incubate ideas
 - 4) select idea and implement plan
 - 5) evaluate results
2. Develop creative nurturing skills..... PDH2-10-M2
- a. think about others PDH2-12-K2
 - b. value other people's feelings PDH2-12-M1
 - 1) show respect for one another
 - 2) take pride in each other's achievements
 - 3) communicate feelings
 - 4) work to make others' lives better
 - 5) provide support when things go wrong
 - c. assimilate all of life's experiences PDH2-8-M1
 - 1) avoid stereotyping
 - 2) reconsider preconceived notions
 - 3) eliminate prejudices
 - d. allow incubation time
 - 1) examine without judging
 - 2) practice patience
 - 3) avoid procrastination
 - 4) encourage delayed gratification
 - e. expect variety and the unexpected
 - 1) welcome new ideas
 - 2) accept momentary discomfort
 - 3) incorporate laughter
 - 4) take healthy risks
 - f. share creative ideas
 - 1) use a variety of communication techniques
 - 2) develop unique methods of sharing
 - 3) grow through constructive criticism
3. Utilize the creative arts as a means of fostering creativity within individuals
- a. discover music..... FA2-10, 12-D1
 - 1) recognize rhythm used in song, beat, and movement
 - 2) identify a variety of musical instruments by sound, shape, and color

- 3) envision color or mood created by instrumental sounds
- 4) illustrate contrast through loud and soft tones
- 5) create harmony by aesthetically combining sounds
- 6) teach the meaning of beat by repetition of notes
- 7) emphasize tone and volume by controlling sound levels
- ✓ b. interpret visual images in paintings, drawings, sculpture, cartoons, and photography
 - 1) depict mood with color and texture FA3-8-B1
 - 2) form shapes using combination of lines FA3-8-B2
 - 3) communicate ideas by combining design elements and principles
- c. appreciate dance FA3-10-H1
 - 1) experience repetition through hand and body movement
 - 2) create rhythm by combining sound and motion
 - 3) direct emphasis through steps, maneuvers, and turns
- d. relate through drama FA3-10-K1
 - 1) convey nonverbally with facial expressions, movement, or voice intonations
 - 2) express verbal communication by word transmission face-to-face, over a telephone, or through written messages
 - 3) portray status, career, and feelings of self-worth through attire and accessories
- e. interpret poetry and literature
 - 1) create rhythm through word usage
 - 2) attract attention with pictures and illustrations
 - 3) examine size and shape of letters, words, and illustrations for ease in reading
 - 4) achieve harmony through organization of content used to communicate and/or entertain
4. Incorporate creative thinking and design in child, adult, and family-related occupations..... SS5-10-12
 - a. design apparel, living space, furnishings, toys, and recreation areas
 - 1) product designer
 - 2) product specialist
 - 3) landscaper
 - 4) playground designer
 - ✓ b. advertise products and services
 - 1) advertising manager
 - 2) media representative
 - c. develop personal creativity within children, adults, and special-needs persons
 - 1) teacher

- 2) teacher's aide
- 3) volunteer teacher
- 4) gerontologist
- 5) camp counselor
- 6) recreation director
- 7) playground supervisor
- d. emphasize design and creativity for self-employment
 - 1) child/adult day-care center entrepreneur
 - 2) house sitter
 - 3) pet sitter
 - 4) foster parent
 - 5) party clown
- e. design learning experiences for homebound
 - 1) nanny
 - 2) caregiver
 - 3) baby-sitter
 - 4) social worker
- f. create books, posters, and music
 - 1) writer
 - 2) illustrator
 - 3) photographer
 - 4) musician
 - 5) composer
- g. dramatize information
 - 1) theater director
 - 2) TV producer
 - 3) teacher
 - 4) writer
 - 5) fashion illustrator
 - 6) fashion show producer
- h. organize individual and group activities
 - 1) activities director
 - 2) day-care worker
 - 3) craft coordinator
 - 4) community volunteer

III. EMPOWERING THE INDIVIDUAL TO UTILIZE CREATIVE THINKING AND DESIGN IN A GLOBAL SOCIETY

A. Building on a Historical Perspective

1. Recognize timesaving technological innovations
 - a. automatic washer
 - b. sewing machine
 - c. refrigerator
 - d. microwave oven
2. Recall designs that express individuality
 - a. hair style and treatment
 - b. interior accessories
 - c. ethnic costumes
 - d. automobiles
3. Identify products that promote safety
 - a. child restraint seats
 - b. child-proof medicine caps
 - c. seat belts and air bags
 - d. security systems
 - e. smoke detectors
 - f. fire extinguishers

B. Visualizing and Designing for the Future

1. Consider living space and interior design
 - a. recognize planned communities
 - b. develop new building materials and construction technology
 - c. investigate alternative energy sources
 - d. anticipate furniture alternatives
 - e. regard ecological concerns
2. Envision apparel and textiles
 - a. recognize special needs
 - 1) age
 - 2) handicapping conditions
 - 3) occupations
 - 4) environment
 - 5) health and fitness
 - b. develop new materials and construction techniques

SS4-8-H1

SS4-8-14

- 1) synthetics
- 2) lasers
- 3) computers
3. Enhance personal image
 - a. expand computer analysis
 - b. formulate skin-care products
 - c. develop hair treatments
 - d. design exercise equipment
 - e. create exercise routines
 - f. promote nutritional awareness
4. Imagine new food technology
 - a. create products
 - b. develop new preparation techniques
 - c. improve packaging
 - d. revise labeling
5. Promote hospitality and management
 - a. expand resort site accommodations and amenities
 - b. create leisure activities
 - c. deal with crowd control and transportation
 - d. expand electronic transactions
 - e. enhance computer-aided design
 - f. emphasize environmental control
 - 1) disposable products
 - 2) visual pollution
6. Create educational materials and entertainment for all ages
 - a. improve individualized instruction
 - b. enhance visual aids
 - c. develop games, toys, and recreational facilities
 - d. expand upon computer-aided instruction
 - e. promote interactive systems
- C. Utilizing Creative Thinking and Design to Function in a Global Society
 1. Respect cultural differences
 2. Energize innovative problem solving
 3. Expand questioning techniques
 4. Stimulate intuition, perception, and personal standards

Creative Lifeskills

- ✓
5. Generate more than one solution for a problem or situation
 6. Develop positive attitudes to manage and direct change
 7. Expand global frame of reference
 8. Enhance self-esteem
 9. Demonstrate respect for others
 10. Encourage holistic thinking and planning
- D. Accepting Personal Responsibility for Creative Design SS5-10-K1
1. Be aware of ethical and moral values which may be infringed upon or violated
 2. Consider safety regulations
 3. Recognize who or what really benefits by the design
 4. Be accountable and accept the consequences

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CREATIVE LIFESKILLS Teacher/Activities

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ACTIVITY FORMAT

COURSE TITLE
Topic
Outline Reference

TITLE: This duplicates the wording from the course content outline.

OBJECTIVES: The first objectives identify knowledge students are expected to acquire.
The remaining objectives emphasize skills incorporated throughout the activity.
These skills were developed from the task lists.

MATERIALS: Assemble and prepare all materials prior to beginning instruction.
Materials used repeatedly are located at the beginning of the activities section.

INTRODUCTION: This is an overview of the activity's content.

DIRECTIONS: Suggested procedures for student to perform are included.

EVALUATION: These are suggestions for determining the achievement of the objectives.
The criteria for assigning grades is not included.

FHA-HERO: This section suggests ways to incorporate the lesson's content into FHA-HERO activities and proficiency events.

TEACHER NOTES: Additional ideas and suggestions for further application of the content are identified.

STATE GOALS: If the activity is taught as written, the identified state goals will be met.

CREATIVE THINKING PROCESS

Directions: Apply the steps in this process to develop creativity.

1. BE OBSERVANT: Be aware of and intuitive to your surroundings.

2. GENERATE IDEAS: Brainstorm as many ideas as possible.

3. INCUBATE IDEAS: Allow ideas to rest by putting aside for awhile.

4. SELECT IDEA AND IMPLEMENT PLAN: Take a risk and try out idea.

5. EVALUATE RESULTS: Determine if you would repeat or alter idea.

THE DECISION-MAKING PROCESS

Directions: Apply the steps in this process to make a decision.

1. DEFINE PROBLEM: Be specific and it will be easier to solve.

2. GATHER INFORMATION: Use a variety of resources.

3. WEIGH ALTERNATIVES: Consider pros and cons of each idea.

4. MAKE DECISION: Select decision which is best for you, others, and the environment.

5. EVALUATE DECISION: Judge the outcome and consider whether to repeat.

DEFINING CREATIVITY AS THE POWER TO BRING SOMETHING NEW OR USEFUL INTO EXISTENCE

OBJECTIVES:

Define creativity.
Follow directions.
Relate to and communicate with others.

MATERIALS:

One pencil
Chalkboard or transparency

INTRODUCTION:

Each individual has the power to bring about something new or useful. Creativity is recognized as combining, relating, and reorganizing materials and ideas in different ways.

DIRECTIONS:

1. Hold up a pencil. Encourage silence and have students concentrate on possible uses for a pencil.
2. Brainstorm ideas to complete this statement:
"This pencil may be used as"
3. Have each student contribute one idea. Record ideas on the chalkboard or transparency. Repeat process until no more ideas are generated.
4. Allow silence to "stretch the imagination" in order to generate additional ideas.
5. Review the introduction as a means of explaining creativity.

EVALUATION:

Interpret the activity by answering the following:

1. How did your past experiences and knowledge help to create the list?
2. How did one idea lead to another?
3. Combine what you learned from the activity and the answers to the questions above to write a definition of creativity.

FHA-HERO:

Use the brainstorming technique to create program ideas and to solve problems.

TEACHER NOTES:

Any object may be used for brainstorming. Rules for brainstorming include all ideas count, go for quantity, encourage piggy-backing on other ideas, avoid judgments, and allow the unusual.

STATE GOALS:

BPS1-8-P4; FA1-8,10-B2; FA1-12-B1; FA1-12-D1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10-A2; LA3-8,10-B1; LA3-8,10-C1; LA3-8,10,12-E1; LA6-8-A1; LA6-8,10-C2; LA6-10-C1.

IDENTIFYING THE CHARACTERISTICS OF CREATIVE PEOPLE

OBJECTIVES:

Identify a person's creative characteristics.
Determine how a person's creative characteristics help to develop self-sufficiency.
Organize material resources.
Relate to and communicate with others.

MATERIALS:

One copy of **Creative Characteristics** for each group
One envelope for each group
Scissors

INTRODUCTION:

Individuals are unique because of their creativity. A creative person possesses a variety of characteristics.

DIRECTIONS:

1. Prior to class, duplicate a copy of **Creative Characteristics** for each group. Cut apart and insert pieces into an envelope.
2. Divide class into groups of three.
3. Distribute envelopes containing **Creative Characteristics** to each group.
4. Within each group:
 - a. Match two slips of paper to describe a creative characteristic.
 - b. Use all slips to form fourteen characteristics.
 - c. Agree on the matches.
 - d. Display the matched slips of paper to compare with other groups.
5. Discuss the information that was created by matching the slips of paper.

EVALUATION:

How do these creative characteristics help an individual to do the following:

1. Develop ideas?
2. Solve problems?
3. Improve self-esteem?
4. Perform at home, school, and work?
5. Function in a complicated society?

FHA-HELP:

Provide projects that encourage the development of creativity.

TEACHER NOTES:

More than one match is possible; for instance, **possesses high motivation, possesses sensitivity and awareness, and possesses optimistic attitude** are acceptable. The match must identify a creative characteristic. **Uses procrastination** would not describe a creative person and is not acceptable.

STATE GOALS:

LA2-8-B2; LA2-8-C2; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10-B3; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA6-8-A1; LA6-8-C2.

CREATIVE CHARACTERISTICS

✂ Cut Apart

Possesses	High Motivation
Displays	Assertiveness
Appears	Curious
Looks	Beyond the Obvious
Abandons	Conventional Techniques
Expresses	Sensitivity and Awareness
Enjoys	Experimenting
Uses	Imaginative Thinking
Relys on	Intuition
Exhibits	Independent Judgement
Maintains	Optimistic Attitude
Displays	Positive Self-Image
Develops	Original Solutions
Avoids	Procrastination

CA-11

RECOGNIZING THE ROADBLOCKS TO CREATIVITY

OBJECTIVES:

Identify personal roadblocks that prevent creativity.

MATERIALS:

One copy of **What Would Have Happened If . . . ?** worksheet for each group of students

INTRODUCTION:

Conforming, fearing criticism, and lacking maturity may serve as internal factors or roadblocks that tend to decrease personal creativity. External factors such as expecting right answers, living in a conforming environment, and associating with negative individuals may also stifle creativity.

DIRECTIONS:

1. Divide class into groups of three or four.
2. Read each statement. Discuss what would happen if the individual(s) in each statement performed as described.
3. Complete the evaluation individually or in groups.

EVALUATION:

Examine each of the **bold** words on the worksheet.

1. What do all the words have in common?
2. Would these words describe a creative or noncreative person?
3. If these words were to become a part of your behavior, what kind of person would you be?

FHA-HERO:

Encourage members to avoid external and internal roadblocks to creativity by being a positive role model, encouraging creativity within each member, and expecting students to be creative when planning projects.

TEACHER NOTES:

Discuss what happens to personal relationships and productivity at home, school, and work when creativity is stifled.

STATE GOALS:

LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B3; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-D2; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8-C2; LA2-8-C3; LA2-8-D1; LA2-8-D2; LA2-10-D3; LA2-8-E3; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10,12-B1; LA2-12-A2; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA4-10-E5; LA4-12-E3; LA6-8-A1; LA6-8,10-C2; LA6-10-C1; PDH2-10-K6; PDH2-12-K1; PDH2-12-M1; SS5-8-A2; SS5-8,12-C1.

WHAT WOULD HAVE HAPPENED IF . . . ?

Worksheet

WHAT WOULD HAPPEN IF . . .

- Abraham Lincoln had said, "People will **criticize** me and call me a **failure**. Therefore, I will not become a presidential candidate."
- Performers began a program saying, "I am **not worthy** of performing before you."
- Everyone was required to **conform** and perform in exactly the same manner.
- All the workers in a business said, "I am **discouraged**; don't expect me to do anything."
- Every movie had to have absolutely **perfect** sound, photography, and acting before it could be released.
- Babe Ruth had said, "I'll practice baseball **when the mood strikes me**."
- The Wright brothers had not been **curious** enough to investigate the possibilities of flying.
- Every person who had **poor health** gave up and said, "I quit! I am not well enough to go on living."
- Everyone expected **one right answer** to every problem.
- All activities or projects were **logical** and **practical**.
- There were no exceptions to any **rules**.
- Mother Theresa had **procrastinated** and said, "There will always be poor people; there is nothing I can do."
- All people expressed a constant **negative attitude**.

FOSTERING CREATIVE THINKING ABILITIES

OBJECTIVES:

Create an object without using sight.
Identify ways to foster creative thinking abilities in yourself and others.
Relate to and communicate with others.

MATERIALS:

One ball of play dough for each student

INTRODUCTION:

Each individual is creative; however, each individual expresses creativity in different ways. To foster creativity, it is necessary to be curious, exercise the mind, visualize goals, take healthy risks, and be persistent.

DIRECTIONS:

1. Assemble class into a circle.
2. Distribute play dough to each student.
3. Have students close their eyes and create an object from the play dough. Allow approximately two to three minutes. Emphasize **no talking** while molding the play dough.
4. While their eyes are closed, students should pass the newly formed object to the person on their right. Continue molding the play dough. Allow two to three minutes.
5. Have students open their eyes and examine the object. Discuss these questions.
 - a. Why were all the play dough objects different from each other? How are your thoughts like the different objects created?
 - b. How was the molding of the clay with your eyes closed like a thought forming in your mind?
 - c. How were the changes made in the play dough by another person like the influences others have on your thinking?
6. Divide the class into two groups.
7. Combine all the clay into one mass and put it on a table.
8. Select a chairperson in each group to mold all the play dough into a tall standing object by accepting only nonverbal cues from the remainder of the students in the group. **No talking** allowed.
9. Discuss these questions.
 - a. What did you do as an individual or as a group to direct the chairperson to form the object?
 - b. Would the same object have been formed if you had used verbal cues?
 - c. What were the most creative ideas or methods used individually or as a group to guide the chairperson in molding the object?

EVALUATION:

Reflect on the discussion and what the students did with the play dough individually or in a group to answer the following:

1. What is necessary to foster creativity in yourself?
 2. Why is creativity important?
 3. If you were a parent, what would you do to foster creativity in your child?
 4. If you were an employer, how would you encourage creativity in your workers?
-

FHA-HERO:

Support creative thinking by encouraging members to develop new ideas.

TEACHER NOTES:

Writing responses to the questions on a chalkboard may help students to complete the evaluation.

STATE GOALS:

BPS1-8-P3; BPS1-8-P4; FA1-10-A3; FA1-12-B1; FA1-12-C1; FA1-12-D1; FA3-8,12-B1; FA3-12-C1; LA2-10,12-B1; LA2-8,10,12-B2; LA2-10-B3; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA4-10-E5; LA4-12-E3.

IDENTIFYING VARIOUS STAGES OF THE CREATIVE THINKING PROCESS

OBJECTIVES:

Identify what happens in each step of the creative thinking process.
Determine why the creative thinking process is useful for home, school, and work activities.
Relate to and follow directions.

MATERIALS:

Creative Thinking Process transparency (located at beginning of Creative Lifeskills Activities)
One copy of Using Creative Thinking at Home, School, and Work worksheet for each student
Paper clip for each student

INTRODUCTION:

Creative thinking can be taught by recognizing and practicing the creative thinking process. Continuous practice encourages the habitual use of the creative thinking process.

DIRECTIONS:

1. Distribute one paper clip to each student.
2. Ask questions as each section of the creative thinking process is revealed on the transparency.
 - a. The following are questions for the **Be Observant** section:
 - 1) What is the color of your paper clip?
 - 2) What is the shape of your paper clip?
 - 3) Does the paper clip create a shadow? If so, where is the shadow?
 - 4) Examine the shape of the paper clip. Where have you seen this shape in other objects?
 - 5) How does careful observation help you to understand a product, information, and people?
 - b. The following are questions for the **Generate Ideas** section:
 - 1) How were your senses—seeing, tasting, smelling, touching, hearing—used to create ideas to answer the previous questions?
 - 2) If you wanted to create additional ideas for using paper clips, what would you do?
 - 3) How could daydreaming help you to generate other ideas?
 - 4) Why is it important to generate ideas?
 - c. The following are questions for the **Incubate Ideas** section:
 - 1) What does incubation mean?
 - 2) If you had an idea for a new style of paper clip and you allowed your idea to incubate, what would this mean? How long would it take?
 - 3) Why is it important to allow ideas to incubate?
 - d. The following are questions for the **Select Idea and Implement Plan** section:
 - 1) Why is it important to select from several ideas?
 - 2) What kinds of risks would you take?
 - 3) Would deadlines be important?
 - 4) If you decided to create a new type of paper clip, what would you do to put your plan into action?

- e. The following are questions for the **Evaluate Results** section:
- 1) How would you communicate your idea for a new paper clip to others?
 - 2) As you begin examining the possibilities of producing a new paper clip, what adjustments would be necessary to mass produce the paper clip?
3. Distribute the **Using Creative Thinking at Home, School, and Work** worksheet.

EVALUATION:

Completed in numbers 2 and 3 above.

FHA-HERO:

Encourage the use of the creative thinking process as projects are being developed.

TEACHER NOTES:

Other objects may be used to "walk" students through the creative thinking process.

STATE GOALS:

BPS1-8-P3; FA1-8,12-A1; FA1-8,12-B1; FA1-8,10-A3; FA1-12-C1; FA1-12-D1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10-A2; LA3-8,10-B1; LA3-8,10-C1; LA3-8,10,12-E1; LA4-8-A1; LA4-8-C2; LA4-8-D1; LA4-8-D2; LA4-10-E5; LA4-12-E3; SS1-8-A1; SS1-8,10,12-A2; SS1-8-A3; SS5-10-H2; SS5-12-C1.

USING CREATIVE THINKING

AT HOME, SCHOOL, AND WORK

Worksheet

Directions: In each of the spaces below, list one example to describe how each of the steps in the creative thinking process is used at home, school, and work.

Creative Thinking Process	Home	School	Work
Be Observant			
Generate Ideas			
Incubate Ideas			
Select Idea and Implement Plan			
Evaluate Results			

COMPARING THE CREATIVE THINKING PROCESS WITH THE DECISION-MAKING PROCESS

OBJECTIVES:

Compare the creative thinking process with the decision-making process.
Demonstrate responsibility for carrying out an activity.
Read and follow directions.

MATERIALS:

Decision-Making Process and **Creative Thinking Process** transparencies/
worksheets (located at the beginning of **Creative Lifeskills Activities** section)
Decision-Making Process worksheets for half of the class
Creative Thinking Process worksheets for half of the class

INTRODUCTION:

The decision-making and creative thinking processes have similarities and differences.
Comparing the two processes helps to determine which process is most appropriate.

DIRECTIONS:

1. Project the **Decision-Making Process** transparency.
 - a. Review the terms.
 - b. Discuss examples for each of the steps to illustrate how the process is used; for instance, how do I get enough money to buy a car? Buying information? Purchasing alternatives? Buying decision? Evaluation of decision?
2. Project the **Creative Thinking Process** transparency.
 - a. Review terms.
 - b. Discuss examples for each of the steps.
3. Compare the decision-making process with the creative thinking process.
 - a. Divide class into two groups. Distribute the **Decision-Making Process** worksheet to one group and the **Creative Thinking Process** worksheet to the other. Break decision-making group and creative thinking group into smaller groups of three or four.
 - b. Give all groups the following situation: After receiving complaints, the administration has asked for students' suggestions to improve the lunch hour. The complaints included overcrowding, food throwing, and lack of activity after eating.
 - c. Allow time to complete worksheet.
 - d. Discuss written responses to compare the two processes.

EVALUATION:

Project the **Creative Thinking Process** transparency as an overlay on the **Decision-Making Process** transparency. Complete these statements:

1. The similarities in these two processes are
 2. The differences in these two processes are
-

FHA-HERO:

Encourage members to use these processes when making organizational decisions.

TEACHER NOTES:

Steps in the processes are not always done in sequential order. Many responses are possible as the students walk through each step. Responses should not be judged as right or wrong. The steps and their responses are ways of working through the process to arrive at a decision.

STATE GOALS:

LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10-A2; LA3-8,10-B1; LA3-8,10-C1; LA3-8,10,12-E1; LA4-8-A1; LA4-8-C2; LA4-8-D1; LA4-8-D2; LA4-10-E5; LA4-12-E3; LA6-8-A1; LA6-8,10-C2; LA6-10-C1; SS5-8,10-A1; SS5-8,10,12-A2; SS5-8,10,12-A2; SS5-8,12-C1; SS5-10-H2.

ENHANCING A PERSON'S SIX DIMENSIONS OF WELLNESS

OBJECTIVES:

Identify examples of ways in which the elements and principles of design promote wellness.

MATERIALS:

Design Elements And Principles transparency
Dimensions Of Wellness transparency

INTRODUCTION:

The design elements and principles may be generalized and applied to life situations to promote wellness. Total wellness includes physical, emotional, social, intellectual, spiritual, and occupational dimensions.

DIRECTIONS:

1. Define and discuss the six dimensions of wellness. Use content outline I C 1 e, 1-6.
2. Project the **Design Elements and Principles** transparency. Discuss how some or all of the words are used to do the following:
 - a. Select a wardrobe.
 - b. Plan a menu.
 - c. Design a room.
 - d. Deal with people.
 - e. Make yourself feel good.
3. Record responses on the right side of the transparency.
4. Place the **Dimensions of Wellness** transparency on top of the **Design Elements and Principles** transparency. Use all of the information to discuss how the elements and principles of design enhance total wellness.

EVALUATION:

Complete the following: The design principles and elements contribute to my wellness in these ways

FHA-HERO:

Select a balance of projects and activities to promote all six dimensions of wellness.

TEACHER NOTES:

Use this activity to promote creative thinking by encouraging risk taking, questioning, and allowing students to associate words and meanings in other contexts. Associations should not be judged as right or wrong.

STATE GOALS:

FA1-8,10,12-A1; FA1-8,10,12-B1; FA1-12-B3; FA1-10-B2; FA1-12-D1; FA1-8-D2; FA4-10-C1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F3; LA2-8,10-F4; PDH2-10-K4; PDH2-10-K6; SS5-8,10-A1; SS5-8,10,12-A2; SS5-8,12-C1; SS5-10-H2.

DESIGN ELEMENTS AND PRINCIPLES —————>

Color

Line

Texture

Shape

Space

Proportion

Balance

Rhythm

Emphasis

Harmony



DIMENSIONS OF WELLNESS

Physical

Emotional

Social

Intellectual

Spiritual

Occupational

ACKNOWLEDGING THE PURPOSE OF DESIGN IN DAILY LIFE

OBJECTIVES:

Identify ways in which design makes everyday things more enjoyable and enhances self-satisfaction.

Determine ways in which design helps individuals to express themselves and gives others an opportunity for communication.

Relate to and communicate with others.

MATERIALS:

What Do these Words Have In Common? transparency

One blank transparency

Water-based pen

INTRODUCTION:

Design is all around us and is used by each individual in different ways. You can use design to express yourself or communicate with others. Design can also give you self-satisfaction by making everyday things more enjoyable.

DIRECTIONS:

1. Discuss and determine what each of the words on the transparency have in common. (All are synonyms of the word design.)
2. Place a blank transparency on top. Brainstorm ways in which the words are used in daily life. Apply the words to each of the following areas: food selection and preparation, wardrobe coordination, furniture arrangement and selection, task performance, and interpersonal relationships.
3. Assemble students into groups of three and have each group select one word from the transparency. Use the same word to describe the following:
 - a. Ways to express yourself such as planning a wardrobe to show interest in athletics.
 - b. Ideas for communication such as planning what needs to be said in a speech or an interview.
 - c. Methods to increase self-satisfaction such as planning how to accomplish a task to avoid frustration.
4. Discuss how design can be applied to daily life.

EVALUATION:

Write an answer to this question: What is the purpose of design in daily life?

FHA-HERO:

Use the activities of the organization to help students recognize the purposes of design by promoting programs that are enjoyable, allow self-expression and communication, and enhance self-satisfaction.

TEACHER NOTES:

Encourage students to express ideas in their own words. Their responses should not be judged as right or wrong.

STATE GOALS:

FA1-8-A3; FA1-8-B3; FA1-8-D2; FA1-12-C1; FA1-8,10,12-A1; FA1-8,10,12-B1; FA1-12-D1; LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B3; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-D2; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8-C2; LA2-8-C3; LA2-8-D1; LA2-8-D2; LA2-10-D3; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10,12-B1; LA2-12-A2; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA4-10-E5; LA4-12-E3; LA6-8-A1; LA6-8,10-C2; LA6-10-C1

WHAT DO THESE WORDS HAVE IN COMMON?

Chart

Blueprint

Layout

Idea

Scheme

Plan

OBSERVING COLOR

OBJECTIVES:

Observe color wheel for arrangement and relationships of one color to another.
Distinguish primary, secondary, and tertiary colors.
Identify color properties: hue, value, and intensity.
Recognize color schemes: monochromatic, analogous, and complementary.
Create a color wheel.
Identify where to locate and how to use information.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One color wheel chart
One copy of **The Color Wheel** worksheet for each student
One copy of **Discovering Color** worksheet for each student
One colored magazine picture depicting food, clothing, or a home interior for each student
Colored markers or crayons

INTRODUCTION:

Color is all around us. Using a color wheel is helpful to combine colors successfully.

DIRECTIONS:

1. Display a color wheel chart and discuss the placement of the colors. Identify color properties and color schemes.
2. Distribute **The Color Wheel** worksheet and drawing materials.
3. Review directions on the worksheet.
4. Complete the color wheel.
5. Inspect color wheels for accuracy.
6. Distribute **Discovering Color** worksheet and a magazine picture to each student.
7. Use the created color wheel and picture to answer the questions on the worksheet.

EVALUATION:

Completed on the **Discovering Color** worksheet.

FHA-HERO:

Use the content of this lesson as background information for "Presenting A Functional Living Environment" or "Interior Design Display" proficiency events.

TEACHER NOTES:

Be sure a variety of colors is present in each picture. The subject is inconsequential. Encourage creative thinking by allowing the students to determine their own answers. Commercial color names are acceptable, although the names associated with the color wheel are standard.

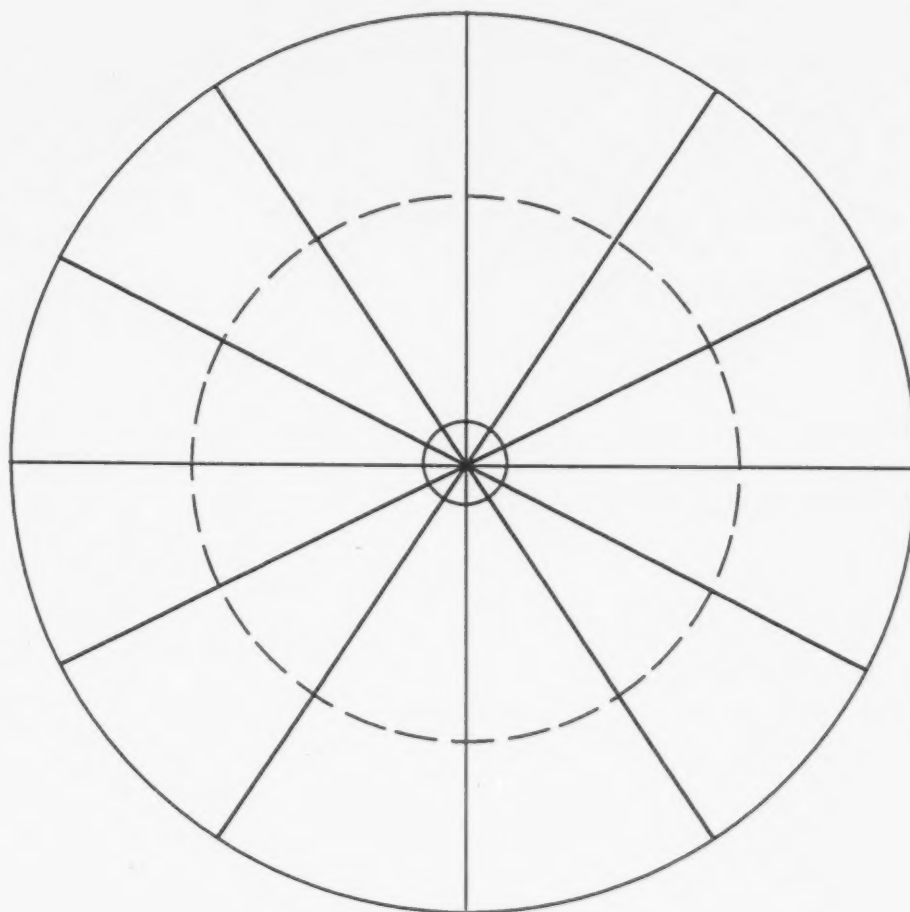
STATE GOALS:

FA1-8,12-A1; FA1-8-B3; FA1-8-D2; FA1-12-D1; FA3-8-A1; FA3-8-B2; LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B3; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-D2; LA1-8,10,12-E2; LA1-8,10,12-G1; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-C1.

THE COLOR WHEEL

Worksheet

Directions: Using markers or crayons, color in the wheel according to a standardized color wheel. Label each color on the outside of the wheel.



DISCOVERING COLOR

Worksheet

Directions: Use your picture and color wheel to answer the following.

1. Select one color in the picture. Describe how that color makes you feel.
2. List the names of five other colors observed in the picture. Hue is another name for the word color.
3. List the names of five items in the picture that are **light** in color and five items that are **dark** in color. Lightness and darkness are known as the value of a color.
4. List the names of five items in the picture that have **dull** colors and five items that have **bright** colors. Dull and bright colors are known as the intensity of a color.
5. Place a checkmark in front of the color combinations found in your picture.
6. Using the color wheel, identify color relationships and schemes in your picture by drawing a line to match the words below with the color combinations in the left-hand column. Some color combinations can be used more than once.

- ___ red, yellow, and blue
- ___ orange, purple, and green
- ___ shades of one color
- ___ orange and red
- ___ blue and green
- ___ red and green
- ___ purple and yellow
- ___ purple and red
- ___ yellow/orange, blue/purple, and red/orange

triad:

colors form a triangle on the color wheel

analogous:

colors found next to each other on color wheel

complementary:

colors directly across from each other on the color wheel

primary:

three basic colors from which all other colors are made

secondary:

colors formed by mixing two primary colors

tertiary:

colors formed by mixing two secondary colors

monochromatic:

a combination of several values and intensities of one color

DISTINGUISHING LINE

OBJECTIVES:

Classify types of lines.
Determine the function of lines.
Identify ways in which lines are used in food, clothing, and housing.
Demonstrate responsibility for carrying out an activity.
Relate to and communicate with others.

MATERIALS:

One copy of **What's My Line** worksheet for each student
One prize (reward) for the winning group
One food picture
One housing/interior picture

INTRODUCTION:

Line is one of the elements of design. Lines have names and characteristics and provide direction.

DIRECTIONS:

1. Classify the types of lines by examining each of the lines on the worksheet. Label the lines horizontal, vertical, diagonal, and curved in the space provided after each number.
2. Discuss the characteristics of line. Horizontal adds width, vertical—height, diagonal—action, and curved—softness.
3. Determine the number and location of lines used to spell the words **What's My Line?** Count the total number of lines.
4. Examine the worksheet; what other lines are visible?
5. Divide the class into three groups.
 - a. Use the worksheet as a basis to discuss lines found in the room (i.e., horizontal and vertical lines of a desk, curved line of clock silhouette).
 - b. Allow two to three minutes to observe and record the lines found in the room. **Share ideas.**
 - c. Award a prize to the group with the most line identifications.
6. Assign each group one of these titles: **Foods, Clothing, Housing/Interiors.** Have all groups locate and record on the worksheet the lines and function that the lines perform for their given sample.
 - a. clothing group—use one student's clothing as a model.
 - b. food group—distribute a food picture as the basis for line observation.
 - c. housing/interiors group—distribute a picture for line observation.

EVALUATION:

Compare the responses of the clothing, food, and housing/interiors groups to identify the commonalities of line usage. What are the functions of lines?

FHA-HERO:

This is general knowledge for the "Fashion Display" and "Interior Design Display" proficiency events.

TEACHER NOTES:

Encourage students to be observant which is the first step of the creative thinking process.

STATE GOALS:

FA1-8-B3; FA1-12-A1; LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-E2; LA1-8,10,12-F1; LA1-8,10,12-G1; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F4; LA4-8-A1; LA4-8-D1; LA4-8-D2; LA4-8-E2; LA4-10-D2; LA6-8-C2.

WHAT'S MY LINE?

Worksheet



1. _____



2. _____



3. _____



4. _____

EXAMINING TEXTURE

OBJECTIVES:

Distinguish various kinds of texture.
Recognize texture's effect upon color.
Read and follow directions.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of the **Texture Scavenger Hunt** worksheet for each student or group of students
Four paper bags with one textured item in each bag
Magazine pictures of clothing and interiors

INTRODUCTION:

Texture refers to the surface touch or appearance of an item. We are able to distinguish various textures by using our senses.

DIRECTIONS:

1. Distribute a paper bag containing a textured item to each of four students.
2. Instruct the students as follows:
 - a. Do not look in the bag.
 - b. Feel the item in the bag.
 - c. Describe the texture of the item to the class.
3. Complete the worksheet individually or in groups.

EVALUATION:

Completed in numbers 1 through 8 on the worksheet.

FHA-HERO:

Understanding the principle of texture is important for these proficiency events: "Relish Tray Demonstration," "Fashion Display," "Total Image," and "Interior Design Display."

TEACHER NOTES:

Encourage more creative thinking by increasing the number of observations on the worksheet. Place a time limit for completing the worksheet to result in quicker observations.

STATE GOALS:

BPS1-8-P3; BPS1-8-P4; BPS2-8-D1; FA1-8-A3; FA1-12-C1; FA3-8-B1; LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B3; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8,10,12-B2; LA2-10,12-B1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-E1; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA6-8-A1; LA6-8,10-C2; LA6-10-C1.

TEXTURE SCAVENGER HUNT

Worksheet

Directions: Answer the following by observing items in the room to generate ideas.

1. List five objects around the room that appear soft such as a sweatshirt.
2. List one object that is silky such as a hair ornament.
3. List five objects that are smooth such as the chalkboard.
4. List five objects that are rough such as the sole of tennis shoes.
5. List five objects that are sharp such as the point of a pencil.
6. Texture comes from natural, manufactured, and technological sources. Locate four objects in the room from each source. List the objects and describe their texture in the space below.

Natural The smooth wooden table leg	Manufactured The smooth plastic table top	Technological The rough-textured smoke detector
---	---	---

7. Select a picture of clothing or a room to illustrate this principle: dull and rough textures absorb light and appear to recede. Circle the items in the picture and describe how each illustrates this principle.
8. Use another picture to illustrate this principle: shiny and smooth textures reflect light and appear to advance. Circle the items in the picture and describe how each illustrates this principle.

CONSIDERING BALANCE

OBJECTIVES:

Define balance from several viewpoints.
Follow directions.

MATERIALS:

One sheet of paper for each student

INTRODUCTION:

Balance is one of the principles of design. It creates a sense of stability. Balance can be applied to our personal and our work life in many ways.

DIRECTIONS:

1. Divide class into pairs. Read and discuss the following:
 - a. Look at each other's face. Visualize an imaginary line drawn down the center of the face. What facial features are the same on both sides of the imaginary line? The facial features represent formal or symmetrical balance.
 - b. Visualize an imaginary vertical line drawn from your partner's head to toe. Examine your partner's clothing. What is the same (formal balance) on either side of the imaginary line? What details are different? The differences create informal (asymmetric) balance.
2. Have students face the front of the room. Draw an imaginary line down the center of the room. How is the front of the room formally or informally balanced?
3. Have students close their eyes. Think about balance in other contexts. Discuss the following:
 - a. What does it mean to balance a diet?
 - b. If you balance your checkbook, what do you do?
 - c. Give three examples of ways to balance time.
 - d. Describe what balance means in this statement: "All work and no play makes a dull person."

EVALUATION:

Write answers to the following:

1. What are the differences between formal and informal balance?
 2. Give one example of a way balance is used in clothing, housing/interiors, time management, and money management.
-

FHA-HERO:

Use the treasurer's report as an example of describing balance.

TEACHER NOTES:

Observation reinforces the first step of the creative thinking process. Generalizing balance to other areas of life helps apply simple facts to more complex issues.

STATE GOALS:

FA1-8,12-B1; FA1-10-A3; FA3-8,10,12-A1; LA2-8,10,12-B2; LA2-10,12-B1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-E1; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA6-8-A1; LA6-8,10-C2; LA6-10-C1.

DETERMINING THE FUNCTION OF THE SPACE

OBJECTIVES:

Identify the function of space at home and school.
Read and follow directions.

MATERIALS:

One copy of **Making Space Work For You** worksheet for each student

INTRODUCTION:

Activities performed at home and school determine the function of the space.

DIRECTIONS:

1. Complete the worksheet.
2. Compare students' responses. Discuss similarities and differences.

EVALUATION:

Answer these questions.

1. What are the functions of space in a home?
 2. What are the functions of space in a school?
 3. How are the uses of space at home and school the same?
 4. How are the uses of space at home and school different?
-

FHA-HERO:

Use this background knowledge to prepare the students for the "Presenting a Functional Living Environment" proficiency event.

TEACHER NOTES:

The purpose of the worksheet is to encourage students to think about the function of space at home and school. There are no right or wrong answers.

STATE GOALS:

FA1-8-A2; FA1-8,10,12-B1; FA1-8,12-B2; FA1-8-B3; FA1-8-B4; FA1-10-A3; FA1-12-C1; LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B3; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-D2; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8,10,12-B2; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-C1; LA4-8-A1; LA4-8,10-C2; LA4-8,12-D1; LA4-8-D2; LA4-10-E5; LA4-12-E3.

MAKING SPACE WORK FOR YOU

Worksheet

Directions: These words describe the function of space in a home. Use the words to answer the following questions.

sleeping

storing

multiple functioning

grooming

entertaining

eating and preparing food

1. Which of these functions require the most space in a home?
2. Think about a school building. Which of the words would describe the function of the space in the building?
3. Select one word. Describe your observation of that space. The space may have been in a home, building, or a picture. How was that space personalized or made unique?
4. Select one word and describe what you would do to improve that space at home or school.
5. Which of the words promote the following:
 - a. socializing at home and school?
 - b. physical development?
 - c. emotional development?
6. Select three words and write them on the lines below. Beside each, describe what you would want your dream home to be like in the future.
 - (1) _____
 - (2) _____
 - (3) _____

REORGANIZING SPACE TO IMPROVE STORAGE AND SPACE UTILIZATION

OBJECTIVES:

- Determine methods to improve storage space.
- Design proposed ways to create space for specific items.
- Read and follow directions.
- Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of the **Space Stretching** worksheet for each student

INTRODUCTION:

Space can be reorganized to improve storage. Reorganizing needs and computing space needed are necessary to achieve goals.

DIRECTIONS:

1. Discuss reasons why it may be necessary to reorganize space. Show examples of items, such as boxes, laundry baskets, and crates that might be used to store items.
2. Complete worksheet.
3. Compare students' answers.
4. Discuss why the drawings and answers differ.

EVALUATION:

1. Select one of these areas in a home: near a back door, a hallway, a garage, a business office, or an equipment room.
2. Sketch a drawing representing a closet of the same size as shown on the worksheet.
3. Draw lines and label the items you would store in the closet.

FHA-HERO:

Encourage the officers to arrange a storage area for materials and supplies.

TEACHER NOTES:

A tape measure or yardstick might be helpful for specific measurement. Identify other spaces, such as lockers, medicine cabinets, and glove compartments, that may need to be reorganized to improve utilization of the space.

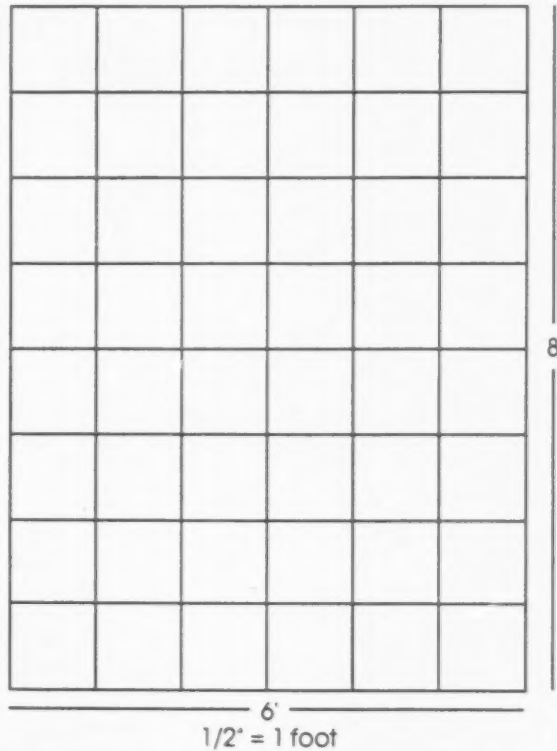
STATE GOALS:

FA1-8-A2; FA1-10-B1; FA1-12-A1; FA1-12-D1; FA3-8,10,12-A1; LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B1; LA2-10,12-B1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-A3; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2.

SPACE STRETCHING

Worksheet

Problem: Assume this is your closet and you want to organize the space to accommodate your belongings.



1. Think about all the items in your closet. Are the clothes to be hung, folded, or stacked? What types of nonclothing items are stored in the closet?
2. Draw lines and label the following:
 - a. Rod and shelf location(s).
 - b. Type of item, such as shorts, coats, gloves, books, and others to be hung or shelved.
3. If permanent shelving is not available, what could you use to create shelving?
4. If you could hang items on the door, what equipment would you need? What items would you hang on the door?

HELPING OTHERS MAKE INTERIOR DESIGN DECISIONS

OBJECTIVES:

- Plan a room interior for a specified floor plan and budget.
- Prepare an interior design display.
- Correlate the creative thinking process with a specific project.
- Organize material resources.
- Demonstrate responsibility for carrying out a project.

MATERIALS:

For each student:

- One copy of Floor Plan worksheet for each student
- One copy of Interior Design Display Evaluation Form for each student
- Two 24" x 36" poster boards
- Paint chips
- Wood samples
- Pictures of furniture
- Samples or pictures of floor coverings
- Samples or pictures of window treatments
- Samples or pictures of wall treatments

INTRODUCTION:

Creative thinking is helpful when combining the design elements and principles to help others make interior design decisions. Presenting an interior design display helps others to visualize the finished product.

DIRECTIONS:

1. Generate ideas to be used to prepare an interior design display for a family/media (TV) room:
 - a. Allow up to \$5,000 to complete the room.
 - b. Include a sofa and two chairs that are not included in the budget. (Students may select the color, style, and size of the furniture.)
 - c. Include a fireplace.
 - d. Draw on a scale of 1/2" = 1 foot.
2. Incubate ideas by gathering sample materials.
3. Select idea and implement a plan:
 - a. Prepare a display including floor plan arrangement, traffic pattern, pictures of furniture, name of color scheme, paint chips, wood samples, samples or pictures of floor coverings, wall treatments, and window treatments. Make a two-dimensional model with basic floor plan symbols.
 - b. Write a narrative including description of people using the room, budget breakdowns, reasons for furniture arrangement, and selection of the color scheme.
4. Evaluate the results using the Interior Design Display Evaluation Form.

EVALUATION:

Completed in numbers 4 and 5 above.

FHA-HERO:

This activity is taken from "Interior Design Display," *Illinois Association of Future Homemakers Of America—Home Economics Related Occupations Proficiency Events Handbook 1989-91*.

TEACHER NOTES:

This project will take several days to complete. It could be completed in groups; however, if the student is planning to compete in the proficiency event at the state level, it must be done individually.

STATE GOALS:

FA1-8,12-A1; FA1-8-A2; FA1-8-B3; LA2-8,10,12-B2; LA2-10,12-B1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-E1; M1-8-C4; M1-8-H4; M1-12-C1; M1-12-E1; M3-8,10,12-E1; M7-8,10,12-E1; M7-8,10-E3; M7-8,10-E4; M7-8,10-E5; M7-8,10-E6; M7-8,10,12-G1; M7-8,10,12-G2; M7-8,10-G4.

FLOOR PLAN

Worksheet



PLAN

(1/2" = 12')

Courtesy of FHA/HERO Proficiency Events Handbook

CA-57

EVALUATION FORM INTERIOR DESIGN DISPLAY

First Place—35-40 points: Second Place—30-34 points: Third Place—25-29 points: Participation—0-24

	1 Ordinary	2-3 Has some touches	4-5 Shows originality and creativity	Rating 1-5
1. Creativity				
Comments: _____				_____
2. Neatness	Needs improvement	Satisfactory	Very neat	
Comments: _____				_____
3. Defining the Problem	Unable to determine	Some confusion in determining and stating problems	Clearly stated problem	
Comments: _____				_____
4. Principles of design	Showed little understanding of principles of design	Showed basic understanding of the design principles	Showed in-depth knowledge of design principles	
Comments: _____				_____
5. Furniture arrangement	Poor traffic pattern	A few changes in furniture would improve traffic flow	Convenient traffic pattern	
Comments: _____				_____
6. Clarity	Display fails to include cost, people consideration	Understand ideas but display not as clear as it could be; props would have helped	Clear, easy to understand; props add to display	
Comments: _____				_____
7. Costs	Unreasonable costs	Reasonably priced	Cost very appropriate in terms of situation	
Comments: _____				_____
8. Appropriateness	Unsuitable for situation	Attractive but could be improved	Very attractively done; occupants would readily accept	
Comments: _____				_____
TOTAL POINTS _____				

COMBINING AND APPLYING CREATIVE THINKING AND DESIGN TO HOUSING AND INTERIOR FURNISHINGS-RELATED OCCUPATIONS

OBJECTIVES:

Identify skills needed for housing and interior furnishings-related occupations.
Determine educational requirements needed for housing and interior furnishings-related occupations.
Classify housing and interior furnishings-related occupations that require math and communication skills.
Read and follow directions.
Relate to and communicate with others.

MATERIALS:

One copy of **Connecting Skills Needed for Employment In Housing and Interior Design** for each student

INTRODUCTION:

A background in creative thinking and design provides a foundation for employment in housing and interior furnishings-related occupations.

DIRECTIONS:

1. Discuss examples of skills on the worksheet.
2. Complete the worksheet.
3. Discuss why the skills are necessary for each occupation.
4. Circle jobs on the worksheet that require some knowledge and skills in math. Explain why math would be important. Share responses.
5. Place an X in front of each of the jobs on the worksheet that require communication skills. Discuss whether or not the employee would communicate verbally, with actions, or in writing. Share responses.
6. Examine each of the jobs on the worksheet. Determine which would require the following preparation:
 - a. high school diploma
 - b. on-the-job training
 - c. technical training
 - d. preparation leading to certification
 - e. a college degree

EVALUATION:

You are in a job-counseling position. Your client is considering future employment in housing and interior furnishings-related occupations. Your client enjoys working with computers and likes to help people. Write a letter to answer your client's questions.

1. What general skills should I acquire to give me a broad background for several jobs in the housing and interior design field?
 2. What job(s) would you recommend that would be best for me? Why do you think I am suited for this type of job?
 3. Should I go to school, and if so, what type of education would you recommend? (The worksheet may be used to assist the student to complete the evaluation.)
-

FHA-HERO:

Incorporate career opportunities with projects (i.e., discuss possible jobs using skills learned when creating program activities for the organization). Invite guest speakers to discuss career opportunities in the housing and design field.

TEACHER NOTES:

Specific instances of math and communication applications might be helpful to illustrate skills needed for employment such as charts to compute yardage for draperies or an advertisement showing a room display would help students more easily visualize skills needed to perform on the job.

STATE GOALS:

FA4-10-C1; LA2-8,10,12-B2; LA2-10,12-B1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-E1; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA6-8-A1; LA6-8,10-C2; LA6-10-C1; SS5-8-A1; SS5-8-A2; SS5-8,10-I1; SS5-8,10-J1; SS5-8,10-J2; SS5-10-J3.

CONNECTING SKILLS NEEDED FOR EMPLOYMENT IN HOUSING AND INTERIOR DESIGN

Directions: Draw lines to connect the job titles with the skills needed for employment. Some of the jobs require multiple skills; therefore, each job title may have several lines.

JOB TITLE	SKILLS
Interior Designer	Utilize computer skills
Floral Designer	
Retail Buyer	
Space Planner	Coordinate colors, furnishings, accessories
Accessory Designer	
Household Equipment Designer	
Window Covering Specialist	Create displays
Home Furnishings Consultant	
Historical or Restoration Coordinator	
Display Manager	Select inventory
Hardware Manager	
Furniture Designer	
Office Planner	Develop products
Real Estate Agent	
Upholsterer	
Architectural Consultant	Manipulate floor and personnel workspace
Kitchen Design Specialist	
Window Display Manager	
Fabric Designer	Sell housing and home-related products
Draftsperson	
Stage/Movie Set Designer	
Packaging Designer	Incorporate sewing ability
Environmental Quality Consultant	

DESIGNING MEAL PLANS TO MEET CHANGING NEEDS

OBJECTIVES:

Identify foods meeting specific dietary needs.
Select and combine foods for specific menus and/or occasions.
Read and follow directions.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of **Selecting Foods to Eat** and **Making Food Selections** worksheets for each student
Nutrition charts or computer software programs

INTRODUCTION:

Food is selected for a variety of reasons, including dietary requirements and special occasions. A combination of nutrition knowledge and creativity helps to make wise food choices.

DIRECTIONS:

1. Distribute the worksheets to each student.
 - a. Use the **Selecting Foods to Eat** worksheet to answer the questions on the **Making Food Selections** worksheet.
 - b. Complete the information requested on the **Making Food Selections** worksheet.
2. Compare answers with each other. Discuss why choices were made.

EVALUATION:

Use nutrition charts or computer software to verify answers written on the worksheet.

FHA-HERO:

This activity may serve as background information for the "Student Body" proficiency event.

TEACHER NOTES:

The **Selecting Foods to Eat** worksheet may be used for many other nutrition and menu selection activities. Remind students to consider serving sizes when comparing the nutrition charts or using the software program.

STATE GOALS:

LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B3; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-E2; LA1-8,10,12-G1; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-E1; M1-12-C2; M2-8,10-B1; M5-12-E1; M7-8,10,12-E1; M7-8,10-E3; M7-8,10-E4; M7-8,10-E5; M7-8,10-E6; M7-8,10,12-G1; M7-8,10,12-G2; M7-8,10-G4; PDH2-8-F2; PDH2-8-K4; PDH2-10-F1; PDH2-10-F3; PDH2-10-K4; PDH2-12-C1.

SELECTING FOODS TO EAT

Worksheet

- | | | |
|--|--|--|
| A. ☐ Fried chicken breast | ☐ Roasted turkey—dark meat | ☐ Roasted turkey—light meat |
| B. ☐ Salami | ☐ Hot dog | ☐ Bologna |
| C. ☐ Broiled ground beef | ☐ Breaded fish sticks | ☐ Bacon |
| D. ☐ Spaghetti with meatballs | ☐ Macaroni and cheese | ☐ Cheese pizza |
| E. ☐ Hamburger or hot dog bun | ☐ Whole wheat bread | ☐ Rye bread |
| F. ☐ Bran muffin | ☐ Saltine cracker | ☐ Biscuit |
| G. ☐ Cheddar cheese | ☐ Part-skim mozzarella cheese | ☐ Swiss cheese |
| H. ☐ Skim milk | ☐ Whole milk | ☐ Chocolate milk |
| I. ☐ Fruit-flavored yogurt | ☐ Soft-serve ice cream | ☐ Ice cream |
| J. ☐ Iceberg lettuce | ☐ Carrot sticks | ☐ Avocado |
| K. ☐ Raw cabbage | ☐ Cucumber slices | ☐ Raw broccoli |
| L. ☐ Baked potato | ☐ French fries | ☐ Potato chips |
| M. ☐ Butter | ☐ Margarine | ☐ Sour cream |
| N. ☐ Brownie with nuts | ☐ Chocolate-chip cookie | ☐ Glazed doughnut |
| O. ☐ Apple | ☐ Apple pie | ☐ Applesauce |
| P. ☐ Angel food cake | ☐ White cake with icing | ☐ Chocolate cake with icing |
| Q. ☐ Blue-cheese dressing | ☐ French dressing | ☐ Mayonnaise |
| R. ☐ Diet cola | ☐ Coffee | ☐ Iced tea |

MAKING FOOD SELECTIONS

Worksheet

Directions: Use the **Selecting Foods to Eat** worksheet to answer the following questions:

A. Assume you and a friend are eating at a restaurant.

1. Your friend has been placed on a lowfat diet and asks you to analyze the menu. Look at the foods in each row of the **Selecting Foods to Eat** worksheet. Place a 1 in front of the food that is lowest in fat and a 3 in front of the food highest in fat. Write a 0 if you are not certain.
2. Your friend's diet is also to be low in salt. Circle the foods that are low in salt.
3. Which lowfat and lowsalt foods would you recommend for your friend's lunch? List.
4. You are on a low cholesterol diet. Would you select the same foods for lunch as your friend? Why or why not?
5. Assume that the restaurant allows you to select the ingredients for a sandwich. Which foods could be combined to create a sandwich with the least amount of fat and salt.
6. Potato chips come with the sandwich. Would you accept them or what would you substitute for them?
7. Another friend stops by and joins you for lunch and needs help selecting foods high in iron. What food(s) would you recommend?

B. Assume you have the same foods at home.

1. What ingredients would you select to create a tossed salad, including the salad dressing, for a low fat menu?
2. Would you need to purchase other ingredients? If so, what?

C. Assume you are having friends over for snacks.

1. Which foods would you select for each of the following people?
 - a. friends of a similar age
 - b. guests who are vegetarian
 - c. pre-school age children
 - d. parent's birthday party
2. Write the reason for selecting this snack beside each food choice.

DEVELOPING FOOD PRODUCTS AND RECIPES AND ADVERTISING FOOD PRODUCTS

OBJECTIVES:

Create a recipe for a new, nutritious candy bar.
Develop label and packaging design.
Design a full-page newspaper advertisement to promote the candy bar.
Write a magazine article to inform others about the candy bar.
Identify where to locate and how to use information.
Read and follow directions.
Demonstrate responsibility for carrying out a project.

MATERIALS:

Nutrition tables or charts
Newsprint paper
Crayons, markers

INTRODUCTION:

Many factors are involved in creating a new food product. Promoting the product to encourage consumer acceptance requires advertising.

DIRECTIONS:

1. Divide class into groups.
2. Have each group create a new candy bar that has the same nutritional value and caloric content as the following luncheon menu:

2 slices whole wheat bread	1 tomato slice
3 oz lean roast beef	1 cup skim milk
1 tablespoon mayonnaise	1 apple

 - a. Determine the nutritional value and caloric content of the luncheon menu.
 - b. Create a recipe for the new candy bar.
3. Develop a name for the new candy bar.
4. On newsprint, use the design elements and principles to develop a full-page newspaper advertisement.
5. Write a magazine article to inform consumers about the new candy bar.

EVALUATION:

Completed in numbers 2 through 5 above.

FHA-HERO:

Apply the advertising concepts and writing skills to promote the organization.

TEACHER NOTES:

If the budget permits, allow each group to prepare a candy bar sample. Discuss the skills and knowledge one would need to develop in order to be employed in product development and advertising.

STATE GOALS:

FA1-8-A1; FA1-8-A2; FA1-8-D2; FA1-10-B2; FA1-12-A1; FA1-12-B1; FA1-12-C1;
FA1-12-D1; LA1-8,10,12-A1; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-F1; LA3-
8,10,12-B1.

APPLYING HOSPITALITY SKILLS WHEN PLANNING A PARTY

OBJECTIVES:

Utilize creative thinking process to plan a party.
Manage human and material resources.
Incorporate the design elements and principles when planning a party.
Read and follow directions.

MATERIALS:

Decision-Making Process transparency (located at the beginning of **Creative Lifeskills Activities**)
Creative Thinking Process transparency (located at the beginning of **Creative Lifeskills Activities**)
One copy of **Planning a Party** worksheet for each student or group of students
Magazines with food pictures
Recipe and food garnish books

INTRODUCTION:

Successful parties don't just happen. Careful planning and creative thinking can make a party memorable.

DIRECTIONS:

1. Overlay the two transparencies, revealing one step at a time. Correlate how each step is used in party planning. List examples on the transparency.
2. Review the design elements and principles. Discuss how these are correlated with the creative thinking process to plan a party.
3. Complete the **Planning a Party** worksheet.

EVALUATION:

Step 1

After planning the party, answer the following questions:

1. How did the sample invitation, menu, and decorations depict the theme of the party?
2. How was color, texture, line, and shape used in the menu, the table settings, and the invitations?
3. How was the menu nutritionally balanced to meet the needs of the age group invited?
4. Will there be adequate space for dining and the entertainment?
5. How was overall harmony achieved in the planning?

Step 2

Use the **Planning a Party** worksheet to plan a party for a senior citizen group, daycare center, or a family reunion.

FHA-HERO:

This activity will prove helpful in preparing for the "Food Services Event" from the *Proficiency Events Handbook*.

TEACHER NOTES:

If the budget allows, select the best developed plan to prepare a party. Have a party as a way of recruiting students.

STATE GOALS:

FA1-8,10-A1; FA1-8-A2; FA1-8-A3; FA1-8,10-B1; FA1-8-B2; FA1-8-B3; FA1-8-D2; FA1-10-B2; FA1-10-C1; FA1-10-D1; FA2-10-A1; FA3-8,10,12-A1; FA3-8-B1; FA3-8-B2; LA1-8,10,12-A1; LA1-8,10,12-A3; LA1-8,10,12-C1; LA1-8,10,12-C2; LA1-8,10,12-D1; LA1-8,10,12-F1; LA1-8,10,12-G1; LA2-8-C2; LA2-8,10,12-D1; LA2-8,10-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-10-B2; LA2-10,12-B1; LA3-8,10,12-B1; LA3-8,10,12-C1; LA4-8-A1; LA4-8-D1; LA4-8-D2; LA6-10-C1; M1-8-B3; M1-8-B4; M1-8-H1; M1-8-H2; M1-8-H3; M1-12-C1; M1-12-C1; M1-12-C2; M1-12-E2; M6-12-E1; M7-8-D1; M7-8,10,12-E1; M7-8,10-E3; M7-8,10-E4; M7-8,10-E5; M7-8,10-E6; PDH2-8-F2; PDH2-8-K3; PDH2-8,10-K4; PDH2-10-F1; SS5-8-B2; SS5-8,12-C1.

PLANNING A PARTY

Worksheet

Directions: Write your planning ideas in each of the spaces below to creatively plan a party.

Date _____

Number of guests _____

Time _____

Age range of guests _____

Location _____

Type of meal _____

Occasion _____

Theme _____

Menu

Approximate Cost

Budget

Food _____

Entertainment _____

Decorations _____

Invitations _____

Equipment _____

Miscellaneous _____

Total

Select recipes - Copy and attach

Sketch and label the table setting.

Write a sample invitation.

Sketch and label the room set-up.

INTERPRETING VISUAL IMAGES IN PAINTINGS, DRAWINGS, SCULPTURE, CARTOONS, AND PHOTOGRAPHY

OBJECTIVES:

Identify design elements and principles used to communicate moods and information about visual images.
Interpret how visual images can foster an individual's creativity.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One photograph, cartoon, drawing, or magazine picture for each student
One piece of paper for each student

INTRODUCTION:

The design elements and principles are used to communicate moods and information about visual image. Visual images may include paintings, drawings, sculpture, cartoons, and photography.

DIRECTIONS:

1. Distribute one photograph, cartoon, drawing, or picture to each student.
2. Observe the item and write answers to the following:
 - a. Identify the design elements and principles used in the item.
 - b. What mood or information is communicated by each item?
3. Exchange items. Examine the information written about the first item.
 - a. Are the design elements and principles the same or different for this item?
 - b. Are the moods or information communicated the same or different for this item?
4. How are paintings, drawings, sculpture, cartoons, and photography used to foster creativity in individuals at home, school, and work?

EVALUATION:

Completed in numbers 2 through 4 above.

FHA-HERO:

This is background information for the "Nursery School Activity" proficiency event.

TEACHER NOTES:

A variety of photos, pictures, and so on are necessary to help the students generalize the information from one item to another. The subjects of the picture are not important. Discuss how interior designers, childcare workers, and food photographers use design elements and principles to express their creativity.

STATE GOALS:

FA1-8,10,12-A1; FA1-8-A2; FA1-8,10,12-B1; FA1-8-B3; FA1-8-D2; FA1-10-B2; FA1-12-D1; FA2-10-A1; FA3-8,10-A1; FA3-8-B1; FA3-8-B2; FA4-10-C1; LA2-8,10,12-B2; LA2-10,12-B1; LA2-8-D1; LA2-8-D2; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-E1.

ADVERTISING PRODUCTS AND SERVICES

OBJECTIVES:

- Prepare a business card using the elements and principles of design.
- Determine possible uses for a business card.
- Demonstrate responsibility for carrying out a project.

MATERIALS:

- Samples of business cards
- Paper, index cards, cardboard, construction paper
- Crayons, markers, colored pencils
- Scissors

INTRODUCTION:

- Business cards are exchanged as a means of advertising an individual, a product, or an occupation.
- The card helps the receiver remember something about the individual who distributes the card.

DIRECTIONS:

1. Begin the activity with an introduction of yourself to a student in the class. Shake hands, share information about yourself, and advertise a product of your choice.
2. Answer the following questions:
 - a. What is the purpose of an introduction?
 - b. How can a 3 1/2" x 2" piece of paper accomplish the same purpose as a verbal introduction?
 - c. What is this 3 1/2" x 2" piece of paper called? Show an example of a business card.
3. Discuss possible uses for a business card.
4. Brainstorm the types of information and graphics that could be used to advertise a child-related, adult-related, or family-related product or service on a business card.
5. Use a computer or a variety of materials to create a personal business card that would advertise such a product or service.
 - a. Make the card a 3 1/2" x 2" finished size.
 - b. Use the elements and principles of design to create harmony.
 - c. Include your name, job title, and company name.
 - d. Incorporate a theme with color and graphics.

EVALUATION:

- Exchange the invented business card with another student. Have students answer the following:
 1. How does the business card attract attention?
 2. Identify the elements and principles of design. Describe how the elements and principles are appropriately or inappropriately used.
 3. Write or tell the designer of the business card what is good about the card and the ways it can be improved.
-

FHA-HERO:

Create business cards for the officers and members to use when calling upon businesses for donations. Discuss appropriate ways to exchange cards.

TEACHER NOTES:

This activity can be used as a means of advertising any occupation. Discuss appropriate ways to distribute business cards.

STATE GOALS:

FA2-8-B1; FA2-10-A1; FA3-8-A1; FA3-8-B2; LA2-8,10,12-B2; LA2-10,12-B1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-E1; SS5-8-B3.

VISUALIZING AND DESIGNING FOR THE FUTURE

OBJECTIVES:

Visualize global concerns affecting individuals.
Design a creative plan for dealing with a global concern.
Relate to and communicate with others.

MATERIALS:

What Is the Future For Each of These Products? transparency

INTRODUCTION:

Creative thinking and design are necessary for visualizing and designing for the global society.

DIRECTIONS:

1. Project the **What Is the Future For Each of These Products?** transparency, covering the decomposition time portion.
 - a. Identify the items that required creativity and design skills to develop.
 - b. Discuss how each of the items benefit people.
2. Reveal the decomposition time portion of the transparency. Determine some of the problems created due to the item's design.
3. Describe ways in which creativity and design are or are not in harmony with nature.
4. Explain how creativity and design need to be used to deal with existing items and the development of future products.
5. Create and design a plan for the future to handle an ecological concern.

EVALUATION:

Completed in number 5 above.

FHA-HERO:

Create educational materials to promote recycling and selective purchasing to minimize ecological problems.

TEACHER NOTES:

Students may plan a futuristic design concerning other topics such as housing, clothing, food, hospitality, management, and human-related resources.

STATE GOALS:

BPS2-8-B3; BPS2-8-B4; BPS2-8-A1; BPS2-10-C3; BPS2-10-H4; BPS2-12-E1; LA2-8,10,12-B2; LA2-8,10,12-B1; LA2-10-B3; LA2-8-C2; LA2-8,10-C3; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-10-D3; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA4-8-A1; LA4-8-D1; LA4-8-D2; LA4-10-E5; LA4-12-E2; LA4-12-E3; SS5-8-A1; SS5-8-A2; SS5-8-B2; SS5-8,12-C1.

WHAT IS THE FUTURE FOR EACH OF THESE PRODUCTS?

PRODUCT	DECOMPOSITION TIME
Paper	2 to 5 months
Orange peel	6 months
Milk carton	5 years
Cigarette filter	10 to 12 years
Plastic bag	10 to 20 years
Leather shoe	25 to 40 years
Nylon cloth	30 to 40 years
Plastic container	50 to 80 years
Styrofoam cup	Forever

RECOGNIZING PLANNED COMMUNITIES

OBJECTIVES:

Utilize the creative thinking process when designing a community.
Incorporate the design elements and principles when designing a community.
Use natural and material resources responsibly.

MATERIALS:

One large piece of paper for each student
Metric rulers
Pencils
One copy of **Creative Thinking Process** worksheet for each student (located at the beginning of the **Creative Lifeskills Activities**)

INTRODUCTION:

The human race and the environment must exist in harmony in order for both to endure.

DIRECTIONS:

1. Tell the class that a large construction company is planning to build a new community. The community must be self-sufficient. It must be clean, safe, energy efficient, accessible to all ages, and be in harmony with the existing environment. The construction company is asking for designers to submit plans for the new community. You are one of the designers.
2. Have students complete Steps 1 and 2 of the **Creative Thinking Process** worksheet by considering the following questions:
 - a. What industries will provide jobs?
 - b. Where will people live?
 - c. How will people get from place to place?
 - d. How will the community be kept clean, safe, and healthy?
 - e. What energy resources will be used?
 - f. Where will people go for recreation?
 - g. What institutions will the people have?
3. Distribute drawing paper and utensils to design a plan.
4. Display students' plans. Ask the following question: "What will make people want to live in your community?"
5. Have students complete the **Creative Thinking Process** worksheet.

EVALUATION:

1. Completed in number 2 and 5 above.
 2. Have students answer the following questions in writing:
 - a. How would you improve your plan based on the ideas you learned from your classmates?
 - b. In what ways does your community plan meet the design elements and principles?
-

FHA-HERO:

As a project, redesign the community where the club is located, addressing specific problems that exist. Use the "Community Service Project" in the proficiency handbook to address a specific community problem.

TEACHER NOTES:

Allow students ample time to complete their design. It can be started in class and completed as homework.

STATE GOALS:

BPS1-8,12-E1; BPS1-8,10,12-E2; BPS1-10-G1; BPS2-8,10-C3; BPS2-8-F1; BPS2-8-A1; BPS2-10-F2; BPS2-10-F3; BPS2-12-H2; LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B3; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8,10,12-B2; LA2-10,12-B1; LA2-8-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA3-8,10,12-A1; LA3-8,10,12-A2; LA3-8,10,12-B1; LA3-8,10,12-E1; SS4-8-D1; SS4-8-D2; SS4-8-G2; SS4-8-H1; SS4-8-I4; SS4-8-J2; SS4-10-G3; SS4-10-H1; SS4-10-I1.

EXPANDING YOUR GLOBAL FRAME OF REFERENCE

OBJECTIVES:

Visualize living conditions in a global society.
Determine how creative thinking can solve problems.
Relate to and communicate with others.

MATERIALS:

One copy of **Before You Finish Breakfast** . . . handout for each student
Chalkboard or transparency

INTRODUCTION:

We live in a global society. Creative thinking and design helps individuals appreciate and deal with a global society.

DIRECTIONS:

1. Discuss whether or not you agree or disagree with the opening statement of the handout.
2. Read the information provided on the handout. Visualize what it is like to live in the countries named on the handout.
3. Discuss visualizations with classmates.
4. Identify problems in our global society. List the problems on the chalkboard or a transparency.
5. Brainstorm how creative thinking can be used to solve some of these problems.

EVALUATION:

Complete the following statement:
"Creative thinking is important to solve problems in a global society because . . ."

FHA-HERO:

Invite exchange students to share their experiences. Ask business and industry people to explain how their company depends upon other countries for products.

TEACHER NOTES:

To create a global awareness, a world globe would be helpful to locate countries named on the handout.

STATE GOALS:

BPS1-10-D4; BPS1-10-E2; BPS2-8-B3; BPS2-8-C1; BPS2-8-F3; BPS2-10-C3; BPS2-10-F2; BPS2-10-F3; BPS2-12-B1; BPS2-12-H2; LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B3; LA1-8,10,12-C1; LA1-8,10,12-D1; LA1-8,10,12-D2; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8-C2; LA2-8-C3; LA2-8-D1; LA2-8-D2; LA2-10-D3; LA2-8-E3; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10,12-B1; LA2-12-A2; LA4-8-A1; LA4-8,10-C2; LA4-8-D1; LA4-8-D2; LA4-10-E5; LA4-12-E3; LA6-8-A1; LA6-8,10-C2; LA6-10-C1; PDH2-8-K3; PDH2-8-K4; PDH2-12-Q1; PDH3-12-L1; PDH3-12-K2; SS4-8-D2; SS4-8-J2; SS4-10-G3; SS4-10-G4; SS4-10-J3; SS4-12-J1; SS5-8-A1; SS5-8-A2; SS5-8,10,12-C1; SS5-10-H1; SS5-12-E1; SS5-12-E2.

BEFORE YOU FINISH EATING BREAKFAST...

"BEFORE YOU FINISH EATING BREAKFAST this morning, you've depended on more than half the world. This is the way our universe is structured. . . . We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality." Martin Luther King, Jr.

Tungsten filament from Bolivia. A U.S. child will consume 30-50 times more goods in his/her lifetime than one born in Bolivian highlands.

Clothes from Costa Rica. Workers earn less than 40 cents an hour.

Assembled in Taiwan. Workers earn less than 25 cents an hour.

Teak furniture from Honduras. Honduras is the second poorest nation in the western hemisphere; 75 percent of Hondurans live in small, rural villages and earn an average \$6 a month.

Baseball and glove from Haiti. Poorest nation in hemisphere; in a village of 6,000, average source of water is two taps. Infant mortality one-of-five.

Rubber from Thailand. Per capita. Their make \$528 a year.

Gastmawese from Burundi. Life expectancy in Burundi is 42 years.

Electricity from coal mined in Clear Fork Valley, Ky. About half of the residents live below U.S. poverty line; two-thirds have no flush toilets.

Meat, tuna, bananas from Somalia. Somalia exported \$90 million in livestock, bananas, meat, tuna and hides in 1979; the U.S. is one of its three principal trading partners. Somalia has one of the greatest per capita food shortages in the world.

Coffee from Guatemala. Two-thirds of population has annual income of \$42.

Pineapples from Philippines. One-half children under four are afflicted by serious deficiency of proteins.

Cocoa and fish from Ecuador; 60 percent of children are malnourished. Sugar from Dominican Republic.

Other common items supplied by Third-World nations: tea from Bangladesh; copper wiring from Chile; aluminum from Jamaica; tin from Malaysia; dog food from Bahamas from Peru; cork (for bulletin board) from Algeria; natural gas from Mexico.

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